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bulletin of
Duke University
1995-96

Information and Regulations

Trinity College of Arts and Sciences
The School of Engineering



DUKE UNIVERSITY UNDERGRADUATE HONOR CODE

An essential feature of Duke University is its commitment to integrity and ethical conduct. Duke's honor system helps to build trust among students and faculty and to maintain an academic community in which a code of values is shared. Instilling a sense of honor, and of high principles that extend to all facets of life, is an inherent aspect of a liberal education.

As a student and citizen of the Duke University Community:

- I will not lie, cheat, or steal in my academic endeavors.
- I will forthrightly oppose each and every instance of academic dishonesty.
- I will communicate directly with any person or persons I believe to have been dishonest. Such communication may be oral or written. Written communication may be signed or anonymous.
- I will give prompt written notification to the appropriate faculty member and to the Dean of Trinity College or the Dean of the School of Engineering when I observe academic dishonesty in any course.
- I will let my conscience guide my decision about whether my written report will name the person or persons I believe to have committed a violation of this Code.

I join the undergraduate student body of Duke University in a commitment to this Code of Honor.

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Trinity College of Arts and Sciences
The School of Engineering

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Duke University does not discriminate on the basis of race, color, national and ethnic origin, handicap, sexual orientation or preference, gender, or age in the administration of educational policies, admission policies, financial aid, employment, or any other university program or activity. It admits qualified students to all the rights, privileges, programs, and activities generally accorded or made available to students. For further information, call (919) 684-4736. Duke University has adopted procedures for investigation and remedy of complaints involving discrimination. See the chapter "Campus Life and Activities."

Information that the university is required to make available under the Student Right to Know and Campus Security Acts may be obtained from the Office of University Relations at 684-2823 or in writing at 615 Chapel Drive, Duke University, Durham, NC 27708.

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University Calendar, 1995-96

Fall, 1995

August	
23	Wednesday—Orientation begins; assemblies for all new undergraduate students
28	Monday, 8:00 A.M.—Fall semester classes begin
September	
4	Monday—Labor Day, classes in session
8	Friday—Drop/Add ends
29-Oct. 1	Parents' Weekend
October	
6-8	Friday-Sunday. Homecoming
13	Friday—Last day for reporting midsemester grades
13	Friday, 7:00 P.M.—Fall break begins
18	Wednesday, 8:00 A.M.—Classes resume
25	Wednesday—Registration begins for spring semester, 1996
November	
14	Tuesday—Registration ends for spring semester, 1996
15	Wednesday—Drop/Add begins
22	Wednesday, 12:40 P.M.—Thanksgiving recess begins
27	Monday, 8:00 A.M.—Classes resume
December	
7	Thursday, 7:00 P.M. —Fall semester classes end
8-10	Friday-Sunday—Reading period
10	Sunday—Founder's Day
11	Monday—Final examinations begin
16	Saturday, 10:00 P.M.—Final examinations end

Spring, 1996

January	
10	Wednesday—Registration and matriculation of new undergraduate students
11	Thursday, 8:00 A.M.—Spring semester classes begin
24	Wednesday—Drop/Add ends
February	
23	Friday—Last day for reporting midsemester grades
March	
8	Friday, 7:00 P.M.—Spring recess begins
18	Monday, 8:00 A.M.—Classes resume
27	Wednesday—Registration begins for fall semester, 1996, and summer, 1996
April	
11	Thursday—Registration ends for fall semester, 1996; registration for summer, 1996 continues
12	Friday—Drop/Add begins
24	Wednesday, 7:00 P.M.—Spring semester classes end
25-28	Thursday-Sunday—Reading period begins
29	Monday. Final examinations begin
May	
4	Saturday, 10:00 P.M.—Final examinations end
10	Friday—Commencement begins
12	Sunday—Graduation exercises. Conferring of degrees

University Administration

GENERAL ADMINISTRATION

Nannerl Overholser Keohane, Ph.D., *President*
John W. Strohhahn, Ph.D., *Provost*
Ralph Snyderman, M.D., *Chancellor for Health Affairs and Dean, School of Medicine*
Tallman Trask III, Ph.D., *Executive Vice-President*
Eugene J. McDonald, LL.M., *Executive Vice-President — Asset Management*
John F. Burness, A.B., *Senior Vice-President for Public Affairs*
John J. Piva, Jr., B.A., *Senior Vice-President for Alumni Affairs and Development*
Charles E. Putman, M.D., *Senior Vice-President, Research Administration and Policy*
John F. Adcock, B.S., *Vice-President and Corporate Controller*
Tom A. Butters, B.A., *Vice-President and Director of Athletics*
Joseph S. Beyel, M.S., *Vice-Chancellor for Medical Center Development and Alumni Affairs*
Janet Smith Dickerson, M.Ed., *Vice-President for Student Affairs*
William J. Donelan, B.A., M.S., *Vice-Chancellor and Chief Financial Officer for Medical Center Administration*
Gordon G. Hammes, Ph.D., *Vice-Chancellor for Medical Center Academic Affairs*
Mark C. Rogers, M.D., *Vice-Chancellor for Health Services and Executive Director, Duke University Hospital*
R. C. Bucky Waters, B.S., M.A., *Vice-Chancellor for Special Projects, Duke University Medical Center*
David B. Adcock, J.D., *University Counsel*
N. Allison Haltom, A.B., *Secretary of the University*
William H. Willimon, M.Div., S.T.D., *Dean of the Chapel*

Trinity College

Richard A. White, Ph.D., *Dean and Vice-Provost for Undergraduate Education*
Lee W. Willard, Ph.D., *Assistant Dean for Planning and Special Programs*
Gerald L. Wilson, B.D., Ph.D., *Senior Associate Dean for Administration; Social Sciences and Pre-Law*
Martina J. Bryant, Ed.D., *Associate Dean for Social Sciences and Pre-Business*
Mary Nijhout, Ph.D., *Associate Dean for Natural Sciences and Pre-Graduate School Advisor*
Ellen W. Wittig, Ph.D., *Associate Dean for Humanities*
Caroline L. Lattimore, Ph.D., *Assistant Dean for Social Sciences*
Christa T. Johns, Ph.D., *Director of Foreign Academic Programs and Assistant Dean for Study Abroad*
Judith G. Ruderman, Ph.D., *Assistant Dean for Summer Session and Continuing Education*
Norman C. Keul, Ph.D., *Assistant Dean for Pre-Majors and Director of the Pre-Major Advising Center*
Kay H. Singer, Ph.D., *Assistant Dean for Natural Sciences, Director of Health Professions Advising Center*

The School of Engineering

Earl H. Dowell, Ph.D., *Dean*
Marion L. Shepard, Ph.D., *Associate Dean for Undergraduate Affairs*

Student Affairs

Janet Smith Dickerson, M.Ed., *Vice-President for Student Affairs*
Maureen D. Cullins, A.B., A.M., *Assistant Vice-President and Dean of Campus Community Development*
Suzanne Wasiolek, M.H.A., J.D., LL.M., *Assistant Vice-President*
Caroline Nisbet, B.A., M.A., *Director of Planning*

Career Development Center

John H. Noble, A.B., M.S., *Director*
John C. Barrow, Ed.D., *Director of Career Discovery Programs*
Laurence Maskel, Ph.D., *Director of International Programs*
Donna Harner, A.B., *Assistant to the Director, Career Specialist*
Ketti Klaber, A.B., M.A.T., *Career Specialist*
Patricia O'Connor, Ed.D., *Career Specialist*
Dian Poe, B.A., *Career Specialist*
Virginia Steinmetz, Ph.D., *Career Specialist*
Sandra M. Tuthill, *Career Specialist*
Gail Williams, B.A., M.A., *Career Specialist*
Delphinia Avent, B.A., *Career Librarian*

Duke Debate

Richard O'dor, Ph.D., *Director*

Counseling and Psychological Services

John C. Barrow, Ed.D., ABPP, *Interim Co-Director*
Libby E. Webb, M.S.W., BCD, *Interim Co-Director*
Christine Bell, M.S.W., BCD, *Clinical Social Worker*
Anita-Yvonne Bryant, Ph.D., *Psychologist*
Robin Buhrke, Ph.D., *Psychologist*
Lucile Clotfelter, M.D., *Psychiatrist*
Rolffs S. Pinkerton, Ph.D., ABPP, *Psychologist*
Kenneth Rockwell, M.D., *Psychiatrist*
Joseph E. Talley, Ph.D., ABPP, *Psychologist*

International House

Carlisle C. Harvard, B.A., *Director*
Eliza J. Day, B.A., R.S.A., *Program Coordinator*

Intercultural Affairs

Julian B. Sanchez, M.Ed., *Director*
Linda Capers, M.A.L.S., *Program Coordinator*

Religious Life

William H. Willimon, M.Div., S.T.D., *Dean of the Chapel*
Debra K. Brazzel, M.Div., *Assistant Dean of the Chapel and Director of Religious Life*
Hubert Beck, M.Div., *Lutheran Campus Pastor*
Nancy Ferree-Clark, M.Div., *Pastor to the Congregation at Duke Chapel*
Susan D'Arcy Fricks, M.Div., *Presbyterian Campus Minister*
Scott Hawkins, M.A., *International Students Inc. Campus Minister*
Steve Hinkle, M.Div., *Inter-Varsity Christian Fellowship Staff*
Anne Hodges-Copple, M.Div., *Chaplain to Episcopal Community at Duke*
David Oli Jenkins, M.Div., *Campus Minister to Methodist Students*
Brenda Kirton, M.Div., *Black Campus Minister*
Michael Landy, B.A., *Director, Duke Hillel Foundation*
Peg Oravez, M.A., *Catholic Campus Minister*
Kevin Primus, B.A., *Cambridge Christian Fellowship Intern*
Ted Purcell, D.Min., *Baptist Campus Minister*
Kara Reed, B.A., *Staff Advisor for Cambridge Christian Fellowship*
Mike Shugrue, M.A., *Catholic Campus Minister*
Dean Storelli, M.A., *Navigators Staff Intern*
Sam Thomsen, B.A., *Acting Campus Director for Campus Crusade for Christ*
Jon Vermilion, B.S., *Campus Crusade Intern*

Student Development

Barbara A. Baker, M.A., *Dean of Student Development and Residential Education*
Benjamin Ward, Ph.D., *Associate Dean of Student Development, Faculty Program*
W. Paul Bumbalough, A.B., *Associate Dean of Students/Student Development*
Charles M. VanSant, M.Div., *Associate Dean of Students/Student Development*
William K. Burig, M.Ed., *Assistant Dean of Student Development, Housing*
Frank H. McNutt, B.A., *Assistant Dean of Student Development*
Marta N. Pérez, A.B., *Assistant Dean of Student Development*
Kathleen C. Wallace, A.B., *Assistant Dean of Student Development*

Student Health

William A. Christmas, M.D., F.A.C.P., *Director*
Loretta Sutphin Stenzel, M.D., *Assistant Director*
Penny Sparacino, R.N., *Nursing Supervisor, University Infirmary*
Jean Hanson, R.N., M.P.H., *Student Health Coordinator*
Jeanine Atkinson, M.S., *Substance Abuse Specialist*
Lisa Barber-Murphy, M.Ed., C.H.E.S., *Health Educator*

University Life

Susan L. Coon, M.A., *Associate Dean, Coordinator of the University Union*
Peter Coyle, A.B., *Senior Assistant Dean*
Beth Budd, B.A., M.A., M.B.A., *Assistant Dean*
Krista Cipriano, B.F.A., *Assistant Dean*
Pauline G. Myers, *Assistant Dean*
Linda Studer-Ellis, B.A., *Assistant Dean*

The Women's Center

Ellen Plummer, M.S.W., *Director*
Selden Holt, A.B., *Coordinator of Sexual Assault Support Services*
Elaine Allen, M.T.S., *Program Coordinator*

Student Services



A number of resources within the university are relied upon by undergraduate students for counseling and information relating to both academic and personal matters. In addition, the university provides a variety of services for students in areas such as health care and postgraduate employment. Some of these resources and services are available through the offices of the individual school and college; others are provided by university-wide offices and departments. For additional information consult the *Bulletin of Undergraduate Instruction*.

Administrative Offices of the School and College

TRINITY COLLEGE

The Dean of Trinity College and Vice-Provost for Undergraduate Education, Dr. Richard A. White. The dean is the university's executive officer for the academic affairs of undergraduate students in Trinity College. The vice-provost for undergraduate education recommends to the provost policies concerning the affairs of all undergraduates at the university.

The dean is responsible for programmatic development, maintaining the quality of the academic programs, and fostering teaching excellence in Arts and Sciences. The dean in conjunction with the dean of the faculty of Arts and Sciences recommends to the provost policies and budget needs concerning the undergraduate college in its goal to provide a distinguished liberal arts college experience within the context of a nationally competitive research university. The dean implements the policies and acts as chief budget officer in relation to them. The dean is assisted in executing these responsibilities by the associate dean of Trinity College and the academic deans.

The dean assists the Offices of Development and Alumni Affairs in their fundraising efforts for the university as a whole.

The Senior Associate Dean for Administration, Gerald L. Wilson. The senior associate dean for administration coordinates the work of the Trinity College staff and serves as its review officer in cases involving appeals on decisions of the academic deans of the college and on academic appeals of the Undergraduate Judicial Board. The dean also confers with students who have not cleared their accounts with the bursar.

Associate Deans of Trinity College Martina Bryant, Mary Nijhout, Gerald Wilson, and Ellen Wittig. **Assistant Deans of Trinity College** Christa Johns, Norman Keul, Caroline Lattimore, and Kay Singer. The associate and assistant deans of Trinity College are often referred to as the students' "academic deans." In the college they are responsible for a wide range of activities. In general, the academic deans advise students about academic matters, careers, fellowships, preprofessional planning, Program II, foreign study, and any other issues of academic concern to students; supervise individual student's progress toward graduation and certify completion of degree requirements;

administer and coordinate programs; provide information about programs, advising, policies, procedures, and regulations to faculty members requesting it; enforce academic regulations; serve on various UFCAS, university, and Trinity College committees; act as editors of, or as liaisons with editors of Trinity College publications such as the *Undergraduate Bulletin*; and perform other duties delegated by the dean or associate dean of Arts and Sciences and Trinity College.

A dean serves as director of the Pre-Major Advising Center for first-year students and for sophomores who have not declared a major. The other academic deans are divisional advisers—in the humanities, the natural sciences, and mathematics, and the social studies divisions—for all students who have declared a major. (See Administration of the College, above.) The relationship between these academic deans and the faculty advisers is a complementary one. Faculty advisers have primary responsibility for advising about major courses and requirements. The academic deans monitor graduation requirements, handle requests for exceptions, and deal with unusual academic problems and any change of status questions.

THE SCHOOL OF ENGINEERING

Dean Earl H. Dowell. The dean of the School of Engineering has overall responsibility for instruction and research in the school as well as for the educational experience and welfare of its students. The dean works with various constituencies including the university administration, faculty, students, and alumni on matters of general policy and delegates responsibilities within the school to members of his staff.

Associate Dean Marion L. Shepard. The associate dean has responsibility for academic matters pertaining to undergraduates, and for working with the academic departments in helping to establish student's programs of study. He counsels with first-year students before they arrive on campus, and through summer correspondence with them, assists in making preliminary selection of courses for the fall semester. He also plans and directs the orientation of the first-year students. Under his supervision, engineering faculty members serve as advisers to students. He approves leaves of absence, courses to be taken elsewhere, the dropping and adding of courses, academic probation, dismissal or withdrawal from the school, transfer into or out of the school, and similar matters. He serves as the dean's deputy in representing the school on campus, among alumni, friends, supporting industries, and governmental organizations. He also provides primary liaison with the Career Development Center.

FACULTY ADVISING

Apart from academic counseling of students by faculty members whom they come to know on an informal basis, faculty advising of undergraduates in Trinity College and the School of Engineering takes place in three primary ways. First, in Trinity College, faculty members serve in the Premajor Advising Center as general academic advisers to groups of first-year students and premajor sophomores and are available for individual conferences; second, in the School of Engineering, first-year students and sophomores are counseled by special faculty advisers before the students choose their department; and third, in all departments, the director of undergraduate studies and other faculty advisers are available to assist students concerning academic matters pertaining to their departments.

Student Affairs

Vice-President for Student Affairs, Janet Smith Dickerson, 106 Flowers. The vice-president for student affairs has the ultimate responsibility for most noncurricular aspects of a student's activity and welfare and works directly with the following offices in fulfilling that responsibility.

Counseling and Psychological Services, Suite 214, Page Building (CAPS). The CAPS staff provides a coordinated and comprehensive range of counseling and psychological services to meet the unique needs of individual students in regard to their own personal development.

Services are available to all undergraduate, graduate, professional, and allied health students who pay the student health fee. There are no additional costs for these services. They include evaluation and brief counseling/psychotherapy regarding personal concerns of a wide variety. These include family, social, academic, and sexual matters. The professional staff is composed of psychologists, clinical social workers, and psychiatrists who are experienced in working with young adults. Individual, couples, and group counseling and psychotherapy are utilized in helping students resolve their concerns once the student and staff member have identified together the most helpful alternative. Some CAPS staff who are trained as professional career counselors offer counseling for career indecision through the Career Development Center.

CAPS also offers time-limited seminars and groups focusing on personal development. These groups have the advantage of pooling resources and support while at the same time teaching skills. Themes addressed by groups in the past have included coping with stress, understanding and enhancing relationships, and overcoming eating disorders. Support groups offered by CAPS have addressed the specific needs of student groups such as African-American students, graduate and professional students, and lesbian, gay, and bisexual students. New groups can be developed to meet student needs.

Another important function of CAPS is the availability of the staff to the entire university community for consultation and educational activities regarding student development and mental health issues. Offices with which CAPS has liaisons include the Career Development Center, Student Development, Student Health, Religious Life, and the Women's Center. CAPS also provides consultation and programming for student groups such as resident advisors, first-year-student advisory counselors, PI-SCES, and PICAD counselors.

Standardized testing is also administered for the university by CAPS, including graduate and professional school admission tests such as the LSAT, MCAT, and GRE.

CAPS maintains a policy of **strict confidentiality** concerning information about each student's contact with CAPS staff members. Such information can be released, however, with the student's specific written authorization. If appropriate, a referral may be made to other staff members or a variety of local resources including multidisciplinary mental health professionals in private practice and clinic settings.

CAPS offices are centrally located in Suite 214, Page Building, next to the Chapel on West Campus. Appointments may be made by calling 660-1000 Monday through Friday between 8 A.M. and 5 P.M. However, if a student's concern needs immediate attention, this situation should be made known to the secretary, and every effort will be made to arrange for a counselor to talk with the student immediately.

The Office of Campus Community Development, Maureen D. Cullins, Assistant Vice-President and Dean of Campus Community Development, 109 Flowers Building. The office provides advocacy and support to students who may face challenges based on their identities or interests through outreach and programming conducted by the Community Service Center, the Office of Intercultural Affairs, International House, the Women's Center, and the University Center for Lesbian, Gay, and Bisexual Life. Sororities and fraternities are advised by this office.

Community Service Center, Elaine Madison, Director, Ground Floor, Crowell Hall, East Campus. The goal of the Community Service Center (CSC) is to serve the Duke and Durham communities and to advise students about service opportunities. The CSC is an umbrella organization for more than thirty student-led service groups. Additionally, the CSC coordinates the Duke Service Corps in which Duke students can choose to earn their work-study allotments through community internships. Both a

clearinghouse for volunteer opportunities and a programming body, the CSC sponsors a variety of educational events throughout the school year. In order to integrate service, reflection, and academic work, the center also sponsors a number of house courses that address social justice issues and experiential education.

The University Center for Lesbian, Gay, Bisexual Life, 211 Flowers Building. The University Center for Lesbian, Gay, and Bisexual Life (Center for LGB Life) provides multiple services to undergraduate, graduate, and professional students on lesbian, gay, and bisexual issues. The services include: (1) a safe haven to discuss issues of sexuality as it relates to self, family, friends, and others; (2) a friendly and comfortable location for lesbians, gays, bisexuals, and allies to socialize and discuss issues affecting the lesbian, gay, and bisexual community; (3) a place for groups to meet and organize activities; (4) a resource center and library containing magazines, books, and information by, for, and about lesbians, gays, and bisexuals; and (5) advocacy on lesbian, gay, and bisexual matters at Duke. Through these services, the Center for LGB Life presents opportunities for people to challenge homosexuality and intolerance and to create a more hospitable environment for lesbians, gays, and bisexuals at Duke. The services and programs offered by the Center for LGB Life are available to all students interested in lesbian, gay, and bisexual issues.

International House, Carlisle C. Harvard, Director, 2022 Campus Drive. International House is the center of cocurricular programs for more than 800 students from 80 countries who are presently enrolled at Duke. Programs which assist students from abroad in participating in the life of the Durham and Duke communities include: an intensive orientation program at the beginning of the academic year; the International Friends Program, in which interested international students may become acquainted with local families or individuals; the Duke Partners Program which pairs a U.S. partner and a visiting partner for weekly meetings to practice English and to learn about each other's cultures; the International Wives Club, which provides a structure for international women to meet with local women in an informal atmosphere; the Speakers' Bureau, which arranges for international students to speak at civic and social groups as well as schools in the Durham community; intermediate-level English conversation and grammar classes which meet twice a week; the Friday coffee break in the basement of the Chapel which is sponsored by Campus Ministry especially for internationals and friends. The International Association is a student organization which includes a significant number of U.S. American citizens, as well as international students. The association plans social and cultural programs which emphasize personal contact and the informal exchange of ideas among students from diverse backgrounds. Included are weekly open-houses with lectures, films, pot-luck dinners or parties, and periodic trips outside of Durham.

The newest program is a group for "Global Nomads." Global Nomads are U.S. and international students who have spent their formative years living outside their countries of passport due to their parents' occupation—diplomatic corp, military, missionary, international business, or intergovernmental agency. Additional information may be obtained by writing to Carlisle C. Harvard, Director, International House, Box 90417, Duke University, Durham, North Carolina 27708.

The Office of Intercultural Affairs, Julian B. Sanchez, Director, 107 Union West. The Office of Intercultural Affairs holds responsibility for identifying and assisting with changes in the Duke University community which promote optimum growth and development for African-American, Asian-American, Latino-American, and Native American undergraduate and post-baccalaureate students. The office conducts such activities as public forums on student life, mentorship projects with university alumni, seminars on current issues for students of color, institutional research on student of color development, and serves as a resource for issues involving students of color and diversity for the university community.

The Office of Religious Activities, William H. Willimon, Dean of the Chapel. The dean of the Chapel and a combined staff of twenty-two are responsible for providing a diversity of ministry which takes seriously Duke University as a pluralistic religious community. This broad ministry includes services of worship (both in Duke Chapel and in other locations in the university), programs of religion and the arts, opportunities to develop caring and serving communities, and opportunities to respond to critical social issues. Chaplains and campus ministers are also available for individual counseling with students and others in the university community.

The Office of University Life, 101-3 Bryan Center. University Life is committed to excellence in education through programming, advising, and services in the arts, entertainment, and recreation, which are integral to university and community life.

University Life has an advising component, which serves Duke Student Government, recognized student organizations (undergraduate and graduate) and the University Union.

The office serves as a liaison between the university administration and student groups, clubs, and organizations. The office offers workshops and other instructional and programmatic aids to promote the development of leadership, technical, and organizational skills within student groups. The office also provides financial record-keeping assistance and training.

The Event Advising Center is designed to help students cut through the red tape of event and program planning. The EAC will assist and advise student leaders who are planning bands, speakers, trips, conferences, receptions, and other events. The EAC is staffed by graduate students who work with the Advising Team of University Life deans.

Registration of events, as required by the Alcohol Policy, and based on location, sound amplification, and other factors, takes place at the Event Advising Center.

The University Union brings students together to stimulate, promote, and develop the social, recreational, cultural, and educational activities of the Duke University community. The Union sponsors a broad range of programs, including lectures, concerts, recreational activities, fine arts presentations, and exhibits. Also available are creative opportunities such as the Craft Center, original film producing, and the campus' radio station and closed-circuit cablevision broadcasting system.

University Life manages such events as the Duke Artists Series, the Chamber Arts Society Series and the Summer Festival of the Arts. It schedules Page Auditorium and directs the use of the hall.

The Duke University *Yearly Calendar* is published and distributed from the office. In order to avoid conflicts, all campus events should be recorded at University Life as early as possible.

The Office of Student Development, Suite 200, Crowell Hall, East Campus. This office works with the Duke student body in a variety of ways and is concerned with creating a residential community supportive of a solid educational experience. It advises individual students regarding personal problems, houses undergraduates in the residence halls, and assists students to plan and present educational and cultural programs within the residence halls. One hundred twenty resident advisors (RAs), who are staff members of the Office of Student Development, reside in the residence halls and are directly responsible for the administration of the student residences and their programs. They also are available for counseling students and/or referring them to the various personnel services which provide specialized advice or counsel. First-year student advisory counselors (FACs), who are upperclass men and women selected for qualities of responsibility and leadership, work through the Office of Student Development. Members of the FAC program are assigned to a small group of first-year students and, during orientation, welcome their groups and help to acquaint them with the university. Judicial affairs are handled through the office by coordinating and applying the general rules and regulations of the university as well as working with

all participants involved in the judicial process and coordinating the student advising system. The Office of Student Development also works with transfer students and the Transfer Committee, advises student residential living groups, coordinates the student mediation program, assists handicapped students, and coordinates the Student Health and Student Insurance Policies.

The Women's Center, Ellen Plummer, Director, 126 Few Federation. The Women's Center, located across the traffic circle from the Allen Building, works to promote the full and active participation of women in higher education at Duke by providing advocacy, support services, referrals, and educational programming on gender-related issues. Women's Center programs and services address a wide variety of issues, including leadership, safety, harassment, health, campus climate concerns, personal and professional development, and the intersection of gender with race, class, and sexual orientation. The center seeks to assess and respond to the changing needs of the university community, to raise awareness of how gender issues affect both women and men on campus, and to serve as an advocate for individuals and groups experiencing gender-related problems, such as sexual harassment or gender discrimination.

The center offers programming internships to undergraduate and graduate students; houses an art gallery, resource file, and feminist lending library; and publishes *VOICES*, a semesterly magazine addressing issues related to gender, ethnicity, and sexual orientation on campus and in the wider community. Additionally, the center advises and serves as a meeting place for student groups addressing gender issues on campus, including the Women's Coalition, BASES (a student-to-student mentoring program for first-year women), Students for Choice, WISE (Women in Science and Engineering), GPWN (Graduate and Professional Women's Network), and the Panhellenic Council. Open Monday through Friday 8:30 A.M. - 5 P.M., the center invites students to study in its lounge or browse through its library during business hours and makes its space available for student group meetings and programs in the evenings. Call 684-3897 for more information.

The Women's Center also houses Duke's **Office of Sexual Assault Support Services (Selden Holt, Coordinator)**, which provides 24-hour-a-day support and crisis counseling to female and male students who are survivors of rape or sexual assault, incest, relationship violence, child sexual abuse, or attempted assault. Information and assistance are also available to friends, partners, and family members of survivors. SASS sponsors Safe Haven, a preventive program in which two trained volunteers staff the Women's Center from 11 P.M. to 7 A.M. on Friday and Saturday nights. Safe Haven can be used by women who need a safe place to make a call, wait for a ride, or receive first aid or other crisis assistance. Additionally the SASS office advises student groups such as DARE (Duke Acquaintance Rape Education) and sponsors peer support groups, public events, and educational programming on sexual assault and related issues. For information or assistance, Call 684-3897 (administrative number) or 681-6882 (crisis line).

Student Health Services

Student Health Program, William A. Christmas, M.D., F.A.C.P., Director, Trent Hall. The Student Health Program is an office of student affairs and is administered by the Department of Community and Family Medicine, Duke University Medical Center. Medical services are provided by board-certified family physician faculty, physician assistants, and nurse-practitioners.

DUKE FAMILY MEDICINE CENTER (684-6721), located in the Pickens Building on the corner of Erwin Road and Trent Drive, is the primary location for medical care. Students are seen by appointment Monday-Friday, 7:00 A.M. - 6:00 P.M., Saturdays from 10:00 A.M.-1:30 P.M., and Sundays from 2:00 P.M. - 5:30 P.M. A wide variety of services are available:

Primary care services for illness and injury	Travel advice and immunizations
Health promotion/disease prevention services	X-rays
Gynecologic care	Cold/flu/allergy self-help table
Health education	Allergy and immunizations
Sports physical therapy	Nutrition counseling
Laboratory	Pharmacy

In order to allow coordination of health care, students should use the Duke Family Medicine Center as their portal of entry to other health resources, including the specialty clinics at Duke University Medical Center, when needed.

For problems arising after hours during the academic year, students should call the Infirmary (684-3367). The nurse may advise the student to come to the Infirmary or to the Duke Emergency Department (684-2413) for further evaluation and possible consultation with the physician on call. In the event of a life-threatening emergency, students should go directly to the Emergency Department in Duke Hospital North. If necessary, Duke Public Safety (911 or 684-2444) will provide on-campus transportation to the Emergency Department or the Infirmary.

THE INFIRMARY (684-3367), located on the fourth floor of Duke University Hospital-South Division, Purple Zone, provides inpatient treatment of illnesses too severe to manage in the residence hall or apartment, but not requiring hospitalization. It also provides a 24-hour DIAL-A-NURSE phone line for advice, cold/flu/allergy table, and walk-in triaging. The Infirmary is open 24-hours-a-day during the regular academic year and is closed during the summer and winter recesses.

HEALTH EDUCATION. Health education staff assists students in making informed decisions regarding their health at the Healthy Devil Health Education Center, Room 101, House O, Kilgo Arch, 11 A.M.-2 P.M., Monday - Friday, 684-3620, ext. 325 (walk in or by appointment) and at Health Education Administration, Duke Family Medicine Administrative Suite, 146 Trent Hall.

Services, Information, and Counseling Include:

- Nonprescription cold, flu, allergy medications (Healthy Devil, Duke Family Medicine Center, Duke South Infirmary)
- Safer sex
- Contraception
- Sexually transmitted diseases, including HIV/AIDS
- Alcohol and drug related issues
- Nutrition and weight management
- Eating disorders
- Stress management
- Women's health issues

SPORTS PHYSICAL THERAPY SERVICES. Card Gym Sports Physical Therapy is located on West Campus, in the basement of Card Gym. A physical therapist is available from 3:00-5:30 P.M. weekdays, on a walk-in basis, to assess exercise-related problems, and to outline short-term treatment plans to aid recovery and help prevent re-injury.

COUNSELING AND PSYCHOLOGICAL SERVICES (660-1000) is a complementary service to the Student Health Program. Mental health and career counseling services are available, as detailed in the CAPS section of this bulletin.

HEALTH FEE. All currently enrolled full-time students and part-time degree candidates are assessed a student health fee. This covers most services rendered within the Student Health Program during each enrolled semester. A description of services covered by the health fee is in the literature distributed to all entering students. An optional summer health fee for students not enrolled in Summer Session but registered for upcoming fall classes is available through the Office of the Bursar.

HEALTH INSURANCE is essential to protect against the high cost of illnesses or injuries which require hospitalization, surgery, or the services of specialists outside the Student Health Program. All students are strongly encouraged to be certain that they have such insurance. For those not adequately covered by other insurance, the Duke Student Insurance Plan is specifically designed to complement the coverage provided by the student health fee. Coverage for the student's spouse and dependent children may be purchased. This insurance covers students both on and off campus, throughout the one year term of the policy. International students are required to show proof of health insurance coverage (either the policy offered by Duke or comparable coverage) and may not assume responsibility for personal payment of health care cost.

Policy Regarding Medical Excuses.

1. Class absences may be excused only by the academic dean upon certification from Student Health Program staff. Such certification must indicate that the illness (a) is of such a nature that it is necessary to restrict a student's activities and/or (b) medication has been prescribed which may impair the student's ability to study or attend class; and/or (c) the student has been a patient in the university Infirmary. In cases where illness occurs away from campus, appropriate information must be presented to a student health clinical provider.
2. Absences cannot be excused by the dean if they result from minor illnesses which do not require that a student's activities be restricted or if Student Health Program staff were not contacted during the actual time of the illness.

Students who have any questions concerning these policies and procedures or individual cases should contact their academic dean.

Confidentiality. Information about a student's physical or mental health is confidential and can only be released with the student's permission. This policy applies regardless of whether the information is requested by university officials, friends, family members, therapists, or physicians not involved in the student's immediate care.

IMPORTANT TELEPHONE NUMBERS

Scheduling Appointments at Duke Family Medicine Center: 684-3180

Student Health Program Administration: 684-3620, ext. 267

University Infirmary: 684-3367

Health Education: 684-3620, ext. 325

For Emergency Transportation (University Public Safety) day or night

On campus: Public Safety: 684-2444

Off campus: Durham Ambulance Service, Durham telephone: 477-7341

All students receive a description of the Student Health Program with their bursar's bills as well as the services covered by the student health fee. Additional copies of this information are available at Duke Family Medicine Center and the Office of Student Development.

Department of Housing Management

Fidelia Thomason, Director, 218 Alexander, Apartment E. The Department of Housing Management, an Administrative Services Division auxiliary, is responsible for residence hall and apartment facilities on East, West, Central, and North Campuses. The

department has responsibility for the following services: physical maintenance of the residential buildings with work performed by the Facilities Management Department in the residence halls and Housing Management in the apartments, custodial care of the residential facilities, key issue and control (rooms and buildings), storage of personal effects, and control of furniture and equipment. Housing Management is also responsible for summer assignments and graduate student academic year and summer assignments in Central Campus Apartments. Business matters related to residential fees and rents come under the purview of the department. Residence hall and apartment business matters should be discussed with the Housing Administration Office, 218 Alexander, Apartment B. Questions about a student's facility service needs should be discussed with the residential area service office: West I, 101R House D, 684-5486, for residents of main West Campus except Few; West II, House VOO, 684-5559, for residents of Few, Edens, and Trent; for residents of East Campus, Brown-Union Arcade, 684-5320; and 217 Anderson Street, 684-5813, for residents of Central Campus.

Office of Alumni Affairs

Laney Funderburk, Director, 614 Chapel Drive. The Alumni Affairs Office initiates and sponsors a variety of activities and services linking Duke students with one of the university's best resources—its alumni. Students are encouraged to take advantage of DukeSource and the Conference on Career Choices, thereby strengthening student-alumni relationships. These two programs are administered by the Career Development Center.

The class pictorial directory for first-year students, one of the most closely read books received, is sponsored by the Duke Alumni Association and published by Alumni Affairs. Many get-togethers are planned for new and current students, both on and off campus. Also, the Alumni Office staff assists the undergraduate class officers in planning activities and promoting projects.

The president of DSG and undergraduate class presidents serve on the Board of Directors of the Duke Alumni Association and its committees. *Duke Magazine*, published bimonthly by Alumni Affairs, is offered by subscription to parents of students.

Career Development Center

John H. Noble, Director, Page Building. The mission of the Career Development Center is to educate the students of Duke University in the arts of self-assessment, career exploration, career planning, and job hunting with the goal of helping them develop rewarding and fulfilling careers. The center primarily serves the students and alumni /ae of Trinity College, the School of Engineering, and the Graduate School.

Career counselors are on staff helping students early in their lives at Duke to begin the process of discovering career interests. Career specialists then help students focus on specific career fields, including business, education, engineering and computer science, health and life sciences, government and public sector, public and community service, and media and the arts. Career specialists also work closely with the faculty and deans of Trinity College in directing students' interest towards effective application to graduate and professional schools.

Programs and services of the center include the Ventures Internship Program offering semester-long internships in local area businesses, the Health Careers Internship Program offering experiences at the Medical Center and elsewhere in Durham, the Service Learning Project offering stipends for summer work in community service, the Hospital School Tutors Program providing teaching opportunities, the On-Campus Recruiting Program offering interviews for summer and permanent positions with a wide variety of national organizations, and the Credential Service which collects and sends letters of recommendation.

The *Career Spectrum*, a regularly published newsletter on Mondays in the *Chronicle*, is designed to keep students constantly aware of career-related opportunities on- and off-campus. Announcements of job openings, career seminars, workshops, and information sessions are announced each week. The Career Library and J.O.B. Room provide a wealth of printed and database materials on specific career fields and specific employers. DukeSource is the center's group of thousands of alumni/ae career advisors from all over the country and overseas who have volunteered to help Duke students find out more about specific career fields and job-hunting strategies within those fields.

CareerNet, a new on-line career information system, provides information at computer clusters located throughout the university. By using CareerNet, a student may review bulletins, information about the center, summer and full-time job listings, and register to participate in center programs.



Academic Information



Miscellaneous Academic Policies and Procedures

PROCEDURE FOR RESOLUTION OF STUDENTS' ACADEMIC CONCERNS

Trinity College provides formal educational opportunities for its students under the assumption that successful transmission and accumulation of knowledge and intellectual understanding depend on the mutual efforts of teachers and students. Ideally, the college offers a range of learning experiences in which students strive to learn enough to be able to test their ideas against those of the faculty, and faculty, through the preparation of course materials and the freshness of view of their students, discover nuances in their disciplines.

Sometimes, however, student-faculty interrelationships in certain courses give rise to concerns that, for whatever reason, can inhibit successful teaching and learning. When this occurs students often need assistance in resolving the issues.

The faculty and administration of Trinity College attempt to be genuinely responsive to all such matters and a student should not hesitate to seek assistance from faculty and administrative officers in resolving problems.

Questions about course content, an instructor's methods of presentation, the level of discourse, criteria for evaluation of students, or about grades or administrative procedures in a course, should be directed to the instructor of the course. If a student believes that productive discussion with the instructor is not possible, courtesy requires that the instructor be informed before the student refers questions about the course to the director of undergraduate studies or, in his or her absence, to the chairman of the department. If a student's concern involves a departmental policy rather than an individual course, the student should first confer with the director of undergraduate studies in the department. A list of the names, addresses, and telephone numbers of the various directors of undergraduate studies can be found in the *University Directory*. Staff members in the department offices can assist in arranging appointments with the directors. When necessary, directors of undergraduate studies may refer students to the department chairman.

A student in doubt about how to proceed in discussing a particular problem, or who seeks resolution of a problem, is encouraged to confer with an academic dean of Trinity College.

In those exceptional cases where a problem remains unresolved through informal discussion, a formal procedure of appeal to the dean of Trinity College is available. A student may initiate this more formal appeal procedure by bringing his or her problem—with assurance of confidentiality, if requested—to the attention of the dean of Trinity College, who will request information about the nature of the issue and about the earlier efforts made to deal with it.

Duke Harassment Policy

Harassment of any kind is not acceptable at Duke University. It is inconsistent with the university's commitments to excellence and to respect for all individuals. Duke University is also committed to the free and vigorous discussion of ideas and issues, which the university believes will be protected by this policy. For the full statement of the policy, see p. 46.

A member of the Duke University community who believes that he or she has been harassed in violation of the Harassment Policy is encouraged to take action in any of the ways described on p. 48. Although no informal activities are required before an individual may file a formal complaint, the Duke University Harassment Policy favors informal resolution of harassment claims whenever such resolutions can be effected fairly.

For description of possible informal resolutions and of the process for initiating a formal complaint, see p. 48-49.

Residential Information



Residential Facilities

TRINITY COLLEGE THE SCHOOL OF ENGINEERING

The university adheres to the premise that social regulations and activities of the various living groups must be supportive of the general welfare of the total university community and must be protective of the interests of individuals and minority viewpoints within each living group. Most of these regulations are enforced by the members of the community. In addition to the social regulations formulated by each living group, there are certain policies specified by the university that apply to students living within the residence halls and pertain to the safety and security of students and the orderly functioning of the residence halls. Within the framework of the regulations of the community, individual students are responsible for their own decisions and choices. Any student or group of students may recommend a change in the regulations by presenting a proposal to the Residential Policy Committee, an advisory committee to the Office of Student Development on matters of housing.

The residential facilities of Trinity College and the School of Engineering are available to all full-time single undergraduate students who have been in continuous residence since their matriculation as first-year students as well as to students on leaves of absence or off-campus, provided they have filed the appropriate papers by established deadlines in the Office of Student Development. Duke University residential facilities include residence halls and Central Campus Apartments. While every undergraduate who matriculates as a first-year student is guaranteed four years of university housing so long as he/she remains a full-time student, he/she may live in university housing for no more than four years. Students who enroll in graduate or professional programs prior to receiving the undergraduate degree (such as "three/two" programs) are not eligible for undergraduate housing during their fifth year.

First-Year-Student Residence Halls. First-year students reside in all first-year student houses, the majority of which are coed, clustered predominantly on East Campus. The housing assignments are made by lottery to the houses. Within the residence halls, single, double, and triple rooms are available.

Upperclass Residence Halls. Upperclass students live in coed and single-sex residence halls on West and North Campuses and Central Campus Apartments, with a small number residing on East Campus. There are two types of living groups: independent lottery and selective. The independent lottery living groups have their spaces filled by a general housing lottery. The selective living groups, which include the fraternities, select their members. Included among the selective houses are academically sponsored theme houses such as the Decker Tower Language House; the Mitchell Tower Arts House; the Round Table; and the Anne Firor Scott Women's Studies House. Other selective houses include Spectrum, a multicultural theme house, the Women's Selective House (Cleland), and the ECHO (East Campus Housing Option) located in Epworth on East Campus. All living groups or houses are governed by House Councils elected by members of the groups. Within all of the upperclass houses, except those located in Edens, there are triple as well as single and double rooms.

Central Campus Apartments. Located on Central Campus is a complex of university owned and operated apartments which accommodates nearly 800 undergraduate students. The remainder of the complex houses a cross-section of students from various schools and colleges of the university. This facility is part of the undergraduate lottery space, and assignment to this space satisfies the university's guarantee to provide eight semesters of housing.

The Quadrangle Council

The Quadrangle Council will be the primary governing body of the quadrangle. The council will be responsible for breathing life into the quad through the dual roles of programming and governance. The primary purpose of the quad council will be to promote a greater feeling of community between houses within the quadrangle. A council, composed of one member from each living group, and a representative from the first-year affiliate residence hall(s) will be formed to fulfill these responsibilities. In the case of smaller quadrangles, two members of each living group may be elected. Each quadrangle will have the following officers: president, treasurer, and communications chair. The Quadrangle Development Committee holds as a philosophical belief that the quad council should develop a team approach. The Quadrangle Development Committee further believes that each member of the quad council should act both as a leader and a team member. Therefore each event sponsored by the quadrangle council shall have a project leader, and the other members of the committee shall serve as team members for that project.

For the quad to program and build community on the scale envisioned, proper funding is necessary. Therefore, each resident will pay a quadrangle dues of \$25 per semester for the 1995-96 academic year, and these dues shall be assessed to the bursar's account. Quadrangles may set their own dues between \$15-40 per semester beginning in the 1996-97 academic year.

The Campus Council

While the primary purpose of the quadrangle system will be to increase intellectual and social community within the residence halls, the primary purpose of the Campus Council will be to support and provide direction for residential life. Each quadrangle council will select three representatives to serve on the Campus Council. Each type of house within the quadrangle should be represented, thus each quadrangle will select one Greek, one independent, and one selective non-Greek representative. In addition, one representative from Epworth/Wilson upperclass residents, and three representatives from Central Campus shall serve on the Campus Council.

An executive committee from the Campus Council, the Residential Policy Committee, shall serve as an advising committee to the dean of Student Development on pressing issues. The committee shall be composed of one representative from each quad's representation on the Campus Council and one elected member from the Epworth/Wilson/Central representatives. In addition, three members from the Council of First-Year Presidents shall serve on the Residential Policy Committee.

Residential Regulations

(See also Student Life Section for additional information.)

In its residential policies and procedures, Duke University seeks to foster a climate of responsibility, initiative, and creativity on the part of individuals and living groups. A successful residential community is one in which students take pride in their physical surroundings and assume active responsibility for the maintenance of acceptable standards of public behavior in their living areas. Living groups are held accountable for the actions of individual members.

While students are entitled to a general expectation of privacy within the confines of their own individual rooms (although, of course, extraordinary and compelling circumstances may occasionally require that this expectation be institutionally suspended), the university will not regard either students' immediate living quarters or their commons areas as privileged sanctuaries where students may act with absolute impunity and without regard to minimum standards of civility, decency, and respect for the rights of other members of the university community. Moreover, occupancy of an individual room or of a residence hall does not confer any proprietary interest or right of ownership on the part of the living group as a whole. The student and the living group are both properly viewed not as *owners* but as *custodians* of that living space (with all of its physical amenities) which has been assigned to them. Inherent in this custodial relationship, of course, is the right of the university to promulgate criteria governing the circumstances under which this relationship may be entered into, may be maintained in good standing, or may be terminated.

While the majority of problems incurred between or among roommates can be resolved by the students, with or without assistance, there are some cases in which a stalemate occurs. The Office of Student Development will, in those cases, reserve the right to convene an arbitration board to resolve the problem. The decision of the board is final.

Residence Hall's Security Systems. All residence halls are locked twenty-four hours a day. Residents have access by using their DukeCards. Other Duke students have access to all those living groups which have voted such access between the hours of 9:00 A.M. and 2:00 A.M.; otherwise, access is gained by use of telephones which are installed at the front door of each living group. DukeCards are not to be loaned or borrowed.

Signing Out. There is no requirement that a student leave a record of his or her whereabouts if he or she leaves the Duke campus. However, in order that students can be located when needed in an emergency and in the interest of students' safety, it is recommended that students leave records of their whereabouts and anticipated time of return with the residential staff or with roommates when they are out of the residence hall.

Meetings in Residence Halls (use of Common Rooms). Common rooms are provided within the residence halls for the use of those Duke University students living in the residential unit in which the common room is located. Use of the space must conform to all regulations established by the university and individual units. Permission for students or groups of students who are not members of the residential unit to use the common room must be secured in advance from the House Council of the resident unit and should be reported to the service manager. Any use of such spaces must be approved and registered with the House Council. The care of the facilities within the common areas is the responsibility of the residential unit. Any group given permission to use a common room is responsible to the residential unit for any damages which might occur as a result of their use of the area. Housing Management will hold the residential unit responsible for damages or necessary cleaning.

Guests. A student may not have guests over the objection of his/her roommate(s). Students may have overnight guests for reasonable periods of time subject to the specified residence hall visitation policies for each residential unit and with the permission of his/her roommate(s). However, continued use of a residence hall room or Central Campus Apartment by person or persons other than those to whom the room or apartment is rented is prohibited. Overnight guests should not be entertained during examination periods. The colleges reserve the right to ask a guest to leave if university policies and residence hall regulations are not obeyed or if complaints are received from members of the resident community. Violation of any of these regulations could lead to nonresidents being charged with trespassing and residents (both guest and host) having their housing licenses revoked.

HOUSING LICENSE

Prior to occupancy of space in a university residence hall or Central Campus Apartment, each student must sign a housing license. Licenses for the residence hall and Central Campus Apartments must be filed with the assistant dean of housing in the Office of Student Development. Refer to the appendices for copies of the residence hall license and the Central Campus housing license.

REVOCATION OF THE HOUSING LICENSE

Residence hall occupancy should be understood as a privilege which is to be maintained under certain standards. This includes abiding by the terms of the housing license as well as upholding general standards of civility, decency, and respect for the rights of other members of the university community.

All terms of the housing license (see Appendix A for copies of the residence hall and Central Campus licenses) are designed to protect the health and safety of students and to provide for the comfort and privacy of students who have contracted to occupy university housing.

Any conduct which reflects a serious disregard for the rights, health, safety, and security of other occupants of university housing will be reason for revocation of this license and/or disciplinary action. Such conduct includes, but is not limited to, tampering with fire and security equipment or use/possession of firearms, weapons (including starter pistols), and explosives (including fireworks). When a license is revoked due to disciplinary action, the university will not refund any portion of the payment for the semester in progress.

In addition to violators of specific housing license terms, a student who has been a repeated violator of housing terms and/or university regulations or who has shown blatant disregard for others is subject to eviction.

HOUSE DUES POLICY

Duke University has a strong commitment to a residential community supportive of a good educational experience. The activities of each residential house which contribute to this experience are possible only through a financial commitment of the members of that house. Therefore, students living within a living group are obliged to pay the dues upon which the residents agree. (It should be noted that the university has taken this obligation into account when determining a student's financial aid package.)

1. It is required that house dues be agreed upon by at least a two-thirds majority vote of the living group membership in a well-announced meeting attended by at least three-fifths of the members or through a poll of all residents. Further, it is understood that this is a private matter between the individual and his/her living group. Each living group is required to set dues to a \$25 per person minimum for each semester.
2. Students who move from one living group to another can expect a prorated refund from their former living group and are expected to pay prorated house dues to the new living group.
3. Students who have accepted membership in a particular living group in which they continue to reside and, at a later time, accept membership in another group shall be obligated to pay dues to both groups unless a written agreement is negotiated with the groups involved.
4. Independents involuntarily placed in fraternity sections, or in independent selective living groups, or fraternity men involuntarily placed in independent sections are not obligated to pay house dues. They may choose to pay social dues if invited to do so by the fraternity or the independent house; however, they are obligated to pay a small annual fee (\$10 per semester) if they use the commons room and television.

5. Should a selective living group be unable to fill its assigned space with its members, up to 10 percent of the space (with approval of the Office of Student Development) may be allocated to "affiliate" members who have a contractual financial arrangement with the selective group. Such persons have full social privileges within the selective group and are often referred to as "friends of the house."

ASSISTANCE FOR LIVING GROUPS IN COLLECTING DUES

The Office of Student Development will assist in collecting dues *only if* house treasurers submit to that office a list of those delinquent in payment along with their P.O. Box numbers by October 6 for first semester dues and February 9 for second semester dues along with a statement indicating that portion of dues which is used to buy alcohol (the Office of Student Development will not assist in the collection of living group dues which are used to purchase alcohol). In order to have the assistance of that office in collecting dues, house treasurers *must* attend the Student Affairs Workshop for house treasurers during the fall semester. Also, there must be a statement that the treasurer has personally contacted all students delinquent in paying dues.

Appeals. Every house must make available to all students the option of appealing in-house for a waiver of dues. It is recommended that appeals be heard in a closed meeting of the appellant and the house treasurer (and, perhaps, house president) with the resident adviser as observer and adviser. The contents and decision of such appeals are to be held in the strictest confidence. When a waiver is granted, it may be assumed, unless otherwise specified in the decision, that the appellant retains all social privileges in the house. The hearing panel may recommend full payment, installment payment, or nonpayment. All students must pay a fair-share portion of the damage fees. Decisions of the hearing panel may be appealed to the appropriate judicial body.

N.B. Joining a fraternity or a sorority, participating in other organizations, taking no interest in activities of the living group, or deciding to spend one's discretionary funds in another way do not constitute valid grounds for exemption from paying dues.

Sanctions. Students failing to pay living group dues which have been properly established and whose names have been reported to the Office of Student Development by October 6 (fall) and/or February 9 (spring) will be subject to the following:

1. Graduating seniors and undergraduates who are continuing as students but are not planning to live in university housing will be referred for disciplinary action to the appropriate judicial body.
2. All other students will have their housing privileges revoked for the remainder of their undergraduate careers.

QUADRANGLE DUES

In an effort to assist each quadrangle in the creation of a strong community identity through the development and implementation of effective programs, appropriate funding is essential. Thus initial dues for the 1995-96 academic year will be assessed at \$25 per semester. These dues will be charged directly to students' bursar's accounts. All subsequent quadrangle dues will be set by individual quadrangles at a rate between \$15-40 per semester. Individual quadrangles must make formal notification of dues for the following academic year to the Office of University Life by the last day of classes each spring semester.

LIVING OFF-CAMPUS

Students above the first-year student level who wish to live off campus should file the appropriate forms with the housing coordinator.

If a student plans to live off campus and return to university housing at a later time, he/she *must* request by the deadlines published by the Office of Student Development

that his/her housing deposit be held up to one calendar year, after which it would be refunded and the housing guarantee revoked. Such requests should be made by completing the appropriate form in the Office of the Assistant Dean of Housing in the Office of Student Development.

NOTE: Students choosing to live off campus should be aware that they will be subject to all city ordinances, particularly those related to occupancy, noise, parking, and litter.

POLICY FOR REFUND OF RESIDENTIAL DEPOSITS, BOARD PAYMENTS, AND RENTS FOR STUDENTS IN UNIVERSITY HOUSING

Residential Deposits. The one hundred dollar (\$100) residential deposit paid upon matriculation to Duke will be refunded if the Office of Student Development is notified by the currently enrolled student prior to July 1 of his or her intent to move out of university housing for the fall semester and by December 1 if canceling for the spring semester.

Move from Residence Halls to Central Campus Apartments. Students who move from the residence halls to Central Campus Apartments will have their room rent payment credited to the Central Campus Apartment rent and will receive full refund of unused board payment (unused points) if the board contract is terminated at the time of the residence hall cancellation. Students also have the option of maintaining or changing the board contract at this time.

Canceling a Central Campus or Residence Hall Assignment. Undergraduate students in Central Campus who wish to move off campus, move to the residence halls, take a leave of absence, or withdraw from the university should contact the Office of Student Development to request cancellation of the contract. Request for cancellation due to a leave of absence or withdrawal from the university will be granted. A request for cancellation to move off campus or to the residence halls will be granted only if an eligible replacement (eligibility is determined by the Office of Student Development) is found to move into the space created by the cancellation. If a student has been released from the housing license by the assistant dean of housing and is eligible for a refund of unused rent, the amount will be determined by the date of written notification or the date of vacating the apartment, whichever is later.

Undergraduate students assigned space in the residence halls who wish to cancel their assignments must notify the Office of Student Development in writing. Students who cancel their assignments after the contract has begun will be entitled to a refund of the unused rent, the amount to be determined according to the date the keys are returned to the service office and/or the date Housing Management inspects the room and confirms that the space has been vacated. Refunds of unused board payment (unused points) will be given if the board contract is terminated at the time of room cancellation.

PRIVACY OF STUDENT'S ROOMS AND APARTMENTS

Students who reside in university residences are assured the privacy of their rooms and apartments and freedom from the admission into or search of their rooms or apartments by any unauthorized persons; however, the university is obligated to maintain reasonable surveillance of the residential areas to promote an environment consistent with the aims of an academic community. To foster these conditions the following regulations are now in effect:

1. Housing Management personnel may enter assigned rooms or apartments at reasonable hours on days designated by either bulletin board notices or similar prior notification for the purpose of carrying out their assigned tasks and functions. Other personnel may enter assigned rooms when accompanied by proper authorization from the appropriate administrative official (see section 2 (c) below). In the case of residence halls, this notification, when feasible, shall be posted on the residence hall bulletin board stating what dates rooms will be entered. Maintenance personnel

may enter assigned rooms or apartments at reasonable hours for the purpose of carrying out their assigned tasks and functions. Housing Management personnel attempt to inspect the maintenance work done within twelve (12) working days to validate satisfactory completion of such work. Employees in the above categories may report on the condition of university facilities and equipment, on violations of the housing license, or on situations which jeopardize the overall health and safety of the resident population. All personnel in the above category shall leave written notice stating the purpose for entering. Upon receipt of this notice the occupant may contact the area Service Office to discuss the entry. The written notices must, as well, advise the occupant that subsequent investigation or repair may henceforth occur at any time during the normal work week of Housing Management or maintenance personnel. (Note: General rule or enforcement procedures will not be founded on information relating to the personal contents of rooms from personnel mentioned unless such contents are specifically prohibited by university regulations or by the housing license published in advance.)

2. No person, with the exception of those listed in section 1 above, shall enter assigned rooms or apartments except under the following conditions:
 - a. consent of the occupant(s); or
 - b. presentation of a properly drawn legal search warrant; or
 - c. authorization from the Office of Student Development; or
 - d. emergency situations or immediate threat to preservation of the building and the safety of occupant(s) and/or the residential population.
3. Reports made as a result of inspections related to physical facilities and/or furnishings will be handled by the Department of Housing Management in accordance with the existing residential regulations as published in bulletin form by the university.
4. Written authorization from the deans must specify the reasons for believing such a search is necessary, the objects sought, and the area to be searched.
5. The request for a search, if approved by the designated authorities, shall be kept in records with the authorization until the time of the student's graduation and shall be available to the student for examination. The records will be kept completely separate from the student's permanent record. Should the search figure in any trial proceeding within the university, the authorization shall be attached to the trial record; if no action is taken following an authorized search, notation of this fact shall be filed with the authorization. No action shall be taken in regards to objects found but not specified on the authorization of the search.

In the absence of a legally drawn search warrant, no general searches shall be conducted by university personnel except with the possession of the written authorization of all these above-mentioned deans, stating the reasons for the search and the specified objects sought, or under circumstances deemed to be of extreme emergency by these deans or the officer on each campus in charge of maintenance.

CARE OF STUDENT RESIDENCES AND ADJACENT CAMPUS AREAS

Though limited custodial services for common use areas are available, a student is responsible for the care of his or her room or apartment and furnishings and is required, as a condition of occupancy, to keep the room or apartment reasonably clean and orderly. The university reserves the right for personnel to enter at reasonable hours to inspect the condition of any student's room or apartment in accordance with the current privacy policy.

Nails, screws, tacks, or adhesives on any walls or woodwork of the residence are prohibited. The utilities, wiring, locks, or screens should not be altered in any way. (See Housing License for more detailed information.)

Games and other activities which may damage lawns or shrubbery adjacent to residence halls or apartments are not permitted. Defacing or painting buildings and adjacent installations, sidewalks, trees, and shrubbery is prohibited.

No student shall enter custodial, utility, or maintenance spaces within the residence halls or apartments unless accompanied by university-authorized custodial or maintenance personnel. Use of roof areas is prohibited.

Complaints and requests pertaining to maintenance and services should be reported to the Service Office in the appropriate residential area.

Housekeeping services such as cleaning the bathroom, sweeping, mopping, vacuuming, and trash removal will be provided on weekdays during the academic year (excluding holidays) in common areas of the residence halls. Cleaning of individual rooms or apartments is the responsibility of the resident(s).

Living groups are expected to take responsibility for cleaning up after parties and other events that create extraordinary messes. Any extraordinary cleaning that must be performed may be charged to the living groups. Behavior resulting in extraordinary cleaning also may be subject to disciplinary action. Inasmuch as housekeeping time spent on extraordinary clean-up is time spent away from the normal duties of keeping the buildings clean, extraordinary clean-up may be deferred until such time as the normal housekeeping tasks are complete. Extraordinary cleaning is generally defined as clean-up of (1) excessive trash, (2) conditions that present hazards to people, furnishings, or buildings, such as broken glass, standing liquids, flammable trash and health hazards, and (3) other conditions that require unusual effort, such as removal of eggs, shaving cream, etc. A cleaning supplies closet has been designated for each living group's use. Members of the living group have 24-hour access to and responsibility for the cleaning equipment provided by Housing Management. Each closet contains a mop, mop bucket, broom, dustpan, soap, toilet tissue, Bar Clean, and trash bags.

All living groups are responsible for cleaning trash beyond the normal amount on the grounds adjacent to their residence halls. Failure to have the grounds cleaned after an event will result in a minimum charge of \$25 to be determined by the Facilities Management Department.

Extra trash containers are available from the Facilities Management Department by calling 684-3611 at least two days prior to the event.

Damage Policy. Students will be held responsible for damages that occur in their rooms and apartments. Living groups similarly will be responsible for damage to public areas, equipment, and furnishings, buildings, sidewalks, shrubbery, and lawns. Repair costs may be billed to the students in accordance with procedures established by the university. If found responsible for damages through the disciplinary process, living groups can be ordered to make full restitution. The Quad Council also may refer specific living groups for disciplinary and/or pecuniary sanctions.

STORAGE

During the academic year, Housing Management provides storage for empty trunks and luggage without charge in the area designated for each residence hall. Students should consult their service offices for information. All items placed in storage for the academic year must be removed prior to the last day of final examinations for the spring semester. Nonstudents and students residing off-campus may not store personal effects at any time in the residence hall storage rooms. Items placed in storage must have a Housing Management storage tag and be well marked with owner's name tag and permanent mailing address. Receipts given at time of acceptance must be surrendered by the student on withdrawal of storage items. Items left in storage rooms after the end of the term will be disposed of in the best interest of the university. Storage in Central Campus Apartments is available for a fee to qualifying residents. No free storage is available.

The Department of Housing Management provides space for storage of personal or group-owned items during the summer months on a fee paid basis and in approved areas only. Any personal effects or group-owned items left in the residence halls not in approved storage areas (including, but not limited to, commons rooms, closets, and above suspended ceilings) may be disposed of without notice or reimbursement to the owner. Designated closets have been made available to some living groups for storage of group-owned items such as file cabinets, party supplies, and fraternal material. These closets may not be used by members of the living groups for storage of personal possessions. Housing Management is not liable for damage to or loss of stored living group items except as the fee paid storage terms allow.

LIVING GROUP BUILDING IMPROVEMENTS AND RENOVATIONS POLICY

Alterations and/or renovations to residence halls by living groups must be approved by the director of Housing Management. Any living group wishing to make permanent or attached alterations, additions, or renovations to residence halls commons areas must submit plans, drawings, and other related information to the director of Housing Management for evaluation.

If approved, such alterations, additions, or renovations will be accomplished at the living group's expense. Housing Management will inspect the completed work to make sure approved materials and plans were used and that the quality of construction is acceptable. Any construction which does not pass inspection must be removed or corrected as directed by Housing Management and at the living group's expense.

Any changes of a permanent or attached nature not approved through official channels may be removed at the convenience of the university and subsequent repairs made at the group's expense.

Living groups may make nonattached additions to commons areas during the academic year without specific approval from Housing Management so long as certain conditions are met. Examples of nonattached additions include, but are not limited to, bars, pool tables, ping-pong tables, stereos, speakers, refrigerators, furniture, etc. Non-attached additions must be portable, functional, in good repair, nondamaging to the building, noninterfering with routine housekeeping/maintenance, and may not present any safety or health hazard.

During the academic year, should nonattached living group property fail to meet these conditions, Housing Management will notify the living group of its noncompliance and request that the living group take corrective action by a specified deadline. If the problem requires immediate attention or the living group fails to make the correction by the deadline, Housing Management will take whatever action it deems necessary to eliminate the problem and the living group will be charged accordingly. Housing Management assumes no responsibility for damage to, or loss of, living group owned property.

ALL NONATTACHED LIVING GROUP OWNED ADDITIONS MUST BE REMOVED BY THE LIVING GROUPS AT THE END OF EACH ACADEMIC YEAR. All nonattached living group property left in the residence halls commons areas after May move-out will be considered abandoned and will be disposed of at the expense of the living group and without liability by the university. No attempt will be made to contact living group members to determine ownership or disposition of the property.

Living groups are encouraged to seek their service manager's advice when considering nonattached additions.

EXTERIOR SIGN POLICY FOR RESIDENCE HALLS

Exterior building signs identifying a living group will be permitted only in the immediate area of the residence. The sign must be provided by the group and approved jointly by the director of Housing Management and the dean of students. Only one sign

per living group is allowed. Where two or more signs currently exist, any above the one allowed will need to be removed after reaching a point of disrepair.

All such signs will be mounted on the buildings by Housing Management at no cost to the group. Requests for sign approval and mounting should be made in writing to the director of Housing Management and must include a sketch of the proposed sign, indicating proposed dimensions and colors, in ample time for approval before beginning to build the sign. Any repairs to existing signs must be approved by the director of Housing Management.

RESIDENCE HALL BENCH POLICY

Only approved living groups may place benches on university property. Benches will be permitted only in the area immediately adjacent to a particular residence unit. The bench may be put in place by the living group as long as the dimensions are no larger than 12' in length, and 5' in height from the ground, and 6' in depth. Benches may not be cemented in the ground. If existing benches cemented into the ground must be moved for any reason, they will be cut off at ground level and not replaced in concrete by the university. Any bench too large to move in one piece will be separated into manageable pieces and reassembled using existing lumber without reimbursement to the living group for damages. Every effort will be made to retain the integrity of each bench when it is necessary to move a bench; however, the university will not be responsible for repairing benches damaged as a result of a move. Living group benches may have to be moved temporarily (e.g., for Commencement or summer programming). The specific design, including sketches noting dimensions, and desired location of a living group's bench must be submitted in writing to the dean of students at least three weeks prior to the desired construction date. Approval for a bench must be received from the dean of students and the university safety officer. All wooden benches must be sprayed with a chemical flame retardant by the OESO - Campus Fire/Safety Division prior to their being painted.

Biennial Review of Residential Groups

Review of residential groups shall be conducted for *selective* groups only and will be held on a biennial basis. The committee conducting the review shall be composed of nine members: five students and four faculty and administrative representatives. Two students must be appointed by the Duke Student Government, two by the Campus Council, and one by the Undergraduate Judicial Board. The faculty and administrators are to be selected in consultation with the Office of the Dean of Trinity College, the Office of the Dean of the School of Engineering, and the Office of Student Development.

Formal evaluation of selective living groups will take place every two years, but the process requires accountability each year and envisages that living group presidents will not bear the exclusive burden of representing their respective groups in the evaluation process. Accordingly, the following procedures and schedule shall be implemented over a four-semester cycle:

1. **Semester One:** With the assistance of the respective Quadrangle Councils, the Biennial Review Committee will hold an *orientation meeting* in each quadrangle for all the selective groups in that quad. The purpose of this session, which will take place as early in the semester as possible, is to discuss expectations of selective living groups, criteria for evaluation, and issues of procedure and communication. The members of the committee will be assisted in these meetings by the program coordinators and by the programming deans from the Office of Student Development.

- a. Each selective living group must submit, by **February 1**, an *interim report* of house activities to the Review Committee.
 - b. **Before the end of March**, the Review Committee will hold a meeting with the entire house council (and any other interested living group residents) to offer a *preliminary evaluation* and to discuss strategies for improvement. The committee will stress the importance of keeping lines of communication open between the living group and the chair of the committee.
3. **Semester Four:**
 - a. Each selective living group must submit its *final report*. The report, **due January 15**, must be signed by all house council members as well as by the head resident advisor.
 - b. The committee will deliberate and complete its final evaluation of selective living groups and announce its evaluations and recommendations by spring break.

EXPECTATIONS AND CRITERIA FOR EVALUATION

1. **Faculty Interaction:** Emphasis will be placed on a broad range of interaction, on a regular basis, between faculty and living group members. The widest possible variety of modes of interaction, in a variety of contexts and physical settings, will be considered. The emphasis of the review will be on the *quality of the interaction* between students and faculty and not on the simple quantity of contacts.
2. **Student-led Programming:** A "program" will not necessarily require an outside presenter. House programming begins with the sharing of the unique experience and expertise of living group members themselves with one another. A living group should encourage its own members to offer informal presentations that reflect their varied talents, intellectual and personal interests, experiences in travel and work, etc.
3. **Cultural Programming:** This venue involves not simply inviting groups into the house to perform but also having members of the living group take collective advantage of cultural programs (concerts, plays, readings, lectures, films, etc.) on campus and in the city of Durham. Many events are completely free of charge, and free or subsidized tickets often are available for other events with a minimum of advance planning. Arranging for group attendance at these kinds of events, with faculty participation wherever possible, should be a real priority of all selective living groups.
4. **Community Service:** Here the emphasis will be on community and service projects to which the living group as a whole, not just particular individuals within the group, commits itself. Ideally, a living group will undertake some kind of ongoing, sustained commitment to one particular project or organization as well as take advantage of a variety of *ad hoc* opportunities as they present themselves.
5. **Social Interactions:** These activities include all of those opportunities designed to help residents get to know one another better and to relax in informal social settings. A living group is urged to use its collective imagination and creativity constantly to search for new modes of social interaction and not to feel that its only resource is to the tried and true (i.e., weekly bagel brunches). Great variety exists here!
6. **Quadrangle Participation and Leadership:** Here the emphasis will be on the extent to which, and the ways in which, the particular living group demonstrates in its various activities a concern for outreach to the quadrangle as a whole. What kinds of cooperative ventures has the group initiated and in what types has it participated? What has been the living group's contribution to the intellectual, cultural, and social environment of the quadrangle as a whole?

JURISDICTION AND SANCTIONS

In the event that selective living groups receive an unfavorable evaluation, sanctions shall range from warning or probation all the way to dissolution of the living group. Specifically excluded from the body of sanctions tied to the evaluation process, however, will be the relocation of a living group to another part of the campus. Relocations shall be the result of the periodic rotation of all living groups—a procedure independent of the formal process of biennial review.

For more information concerning the biennial review process, please contact Dean Benjamin Ward in the Office of Student Development.

Residential Group Accountability for Community Standards

Living groups are responsible for maintaining standards established by Duke University. If such standards are not maintained, and if the governing Quadrangle Council is unable to remedy the situation, then the appropriate office in Student Affairs may call a hearing panel to determine whether a living group should be dissolved. The panel shall report its recommendation to the administration of the appropriate office in the student affairs division. It shall be the decision of the administrator as to whether a living group is dissolved. That decision may be appealed to the vice-president for Student Affairs. The vice-president's decision shall be final and binding.

The final decision regarding the continuation of a living group rests solely with Duke University.

Living groups may also be placed on the status of "warning," "probation," "interim suspension," or "suspension" by the administrator of the appropriate office in the student affairs division.

Housing Policies for Selective Living Groups and Their Members

The following housing policies for selective living groups are gathered together from the February 26, 1981 Report of the Student Affairs Trustee Committee in response to the residential life section of *Directions for Progress*; "Social Fraternal Organizations Policies and Procedures, Duke University, July 1, 1979;" and "Residential Life: Policies and Procedures for Undergraduate Students, 1985-86."

Duke University will not recognize or charter a new fraternity unless there is adequate space to house the members as a living group.

In accordance with the guidelines adopted by the trustees in 1981, there is to be no greater number of fraternity living groups chartered. Furthermore, there is a 50 percent ceiling on the number of upperclass bed spaces on campus allocated to men and women's selective living groups (the number of selective bed spaces for men would be no more than 50 percent of the upperclass men's spaces on campus). Contact the Office of Student Development for further information.

POLICIES REGARDING SPACE ALLOCATED TO AND FILLED BY SELECTIVE LIVING GROUPS

1. All selective living groups are expected to fill 100 percent of their allocated bed space with initiated members.
2. If a selective living group fails to fill 100 percent of its section's bed space with members, but does fill 90 percent or more of its bed space with members, the following rules apply:
 - a. the Office of Student Development may elect to use any open spaces to house members of other selective living groups;

- b. if the Office of Student Development does not elect to fill vacancies with members of other selective living groups, the selective living group may fill its unoccupied spaces with "friends of the house;" i.e., independent students who, upon mutual agreement, choose to live in the selective living group.
3. Selective living groups that fail to fill 90 percent of their allocated bed spaces with members may be subject to reallocation of any or all empty bed spaces to other students, relocation of the selective living group to a smaller house, or loss of recognition as a selective living group.
4. Should the number of members exceed the space in the allocated section, excess membership (to be determined by the living group) would find it necessary to be assigned to: (1) space available in another selected house, or (2) space available in an independent house or Central Campus apartment. A third option would be to move off campus.
5. Each selective living group is to submit to the Office of Student Development on November 15 and February 8 a list of eligible members who will be requesting housing in the allocated space for the subsequent semester.

POLICIES AFFECTING INDIVIDUAL MEMBERS OF SELECTIVE LIVING GROUPS

1. All members of selective living groups are bound to a two-year requirement to live within the selective house. Residents who break the two-year minimum requirement, yet wish to remain on campus, may elect to enter either the residence hall or Central Campus lottery but will be provided the lowest priority after rising sophomores. Semesters taken "on leave of absence" or study programs away from Duke will not be considered in violation of the two-year commitment and will be counted as part of the two-year commitment. Students may elect to move off campus without penalty, unless they request to come back to live on campus.
2. Members of selective living groups unable to live in their section because there are more members than beds, must either be assigned space in another selective living group with available space, accept space in an independent house, or move off campus. Those students moving off campus have the option of retaining their residential status if they arrange with the Office of Student Development to have their housing deposits held for reinstatement when housing space within the living group section becomes available.

GUIDELINES FOR SELECTIVE LIVING GROUPS

1. Selective living groups should adopt and maintain at least one charity, volunteer commitment or service project that is uniquely their own.
2. Selective living groups should run a satisfactory level of cultural and educational programs each semester.
3. Selective living groups should maintain strong intramural sports and social programs, and whenever possible, look to interact with different groups on campus.
4. All selective living groups must maintain their status as active members of their respective quadrangle councils.
5. Selective living groups should choose a member of the Duke faculty or administration who agrees to serve as the living group's advisor.
6. If, after review, a selective living group terminates a student's membership in the house, then that student may reenter the regular lottery without penalty. Review and any terminations are to be completed no later than February 8, to facilitate the administration of the spring lottery.

Student Life



Duke University expects and requires of all its students full cooperation in developing high standards of scholarship and conduct. Each student is subject to the rules and regulations of the university as currently in effect or, from time to time, are put into effect by the appropriate authorities of the university.

Any student, in accepting admission, indicates his/her willingness to subscribe to and be governed by these rules and regulations and acknowledges the right of the university to take such disciplinary action, including suspension or expulsion, for failure to abide by the regulations or for other conduct adjudged unsatisfactory or detrimental to the university.

Responsibility for prescribing and enforcing rules and regulations governing student conduct rests ultimately with the Board of Trustees of Duke University, and, by delegation, with administrative officers of the university and of the school and college. In the undergraduate college and school, as well as in the university as a whole, many of these rules have been established over the years by cooperative action between students and administrative officers, and in the case of some rules, with participation of faculty members as well. Representative student organizations, such as student government, Quadrangle Councils, and community-wide bodies of students, faculty, and administrators, have initiated academic and nonacademic conduct; and these proposals have been accepted by colleges and university officers and have become a substantial, if not all-inclusive, body of rules governing undergraduate student life at Duke.

Similarly, the enforcement of rules in the undergraduate school and college has traditionally been a cooperative endeavor of students and administrative officers, as well as faculty members who have participated in reviews and have advised with college and university officers about appropriate standards and procedures in such matters. The judicial structure of the university consists of the University Judicial Board and a judicial board for each of the communities within the university.

The judicial structure formalizes the tradition of shared participation by various members of the university and college community. Its viability, however, is dependent upon a mutual recognition by all members of the community of the need for high standards of scholarship and conduct, a willingness to exercise the personal and corporate responsibilities that accompany such recognition, and an appreciation of the different roles and responsibilities played by various members who participate in the life of the community. This last factor relates particularly to the role of students in determining and supporting high standards. In addition to the agreed upon monitoring and enforcement procedures outlined, the university administration reserves the right to intervene as needed.

If you have any questions concerning university regulations, the judicial structure or procedure, contact Vice-President Janet Smith Dickerson (684-3737), 106 Flowers, or Dean Paul Bumbalough (684-6313), Crowell Hall, East Campus.

The Undergraduate Community

Students in Trinity College and the School of Engineering constitute an undergraduate community whose members are subject to the Undergraduate Judicial Code. Violations of the code and certain university regulations are adjudicated before the Undergraduate Judicial Board, composed of representatives of the student body, the faculty, and the administration. The constitution of the board and the procedural safeguards and rights of appeal guaranteed to students are set forth in Appendix C. Also

provided is an alternative procedure for hearing cases by a dean or administrative panel from the student affairs staff. The judicial code which follows was drafted and approved by the Judicial Review Committee during the spring semester, 1980 and amended during the spring semesters, 1982, 1983, and 1988.

Supremacy of State and National Law. On November 21, 1852, the General Assembly of North Carolina amended an act to incorporate Union Institute in order to create a Board of Trustees in perpetuity for Normal College then located in Randolph County. The amended act provided that the trustees could grant degrees and "do all other things for an institution of learning not inconsistent with the laws of this State and of the United States." The act was subsequently amended in 1859 to permit a change in the institution's name to Trinity College and again in 1924 when Duke University was established.

Since 1852 the Trustees of Duke University and their predecessors have been legally empowered to act "not inconsistent with the laws of this State and of the United States." Thus, to this date all officers of Duke University and those to whom their powers may be formally delegated are bound by laws of North Carolina and those of the United States.

The university is not an island. Students, faculty, administrators, and trustees alike are subject to state and federal laws. Acceptance of admission to the undergraduate school or college of this university carries with it the assumption of a sense of responsibility for the welfare of the community. Also assumed are obligations on the part of each individual to respect the rights of others, to protect the university as a forum for the free expression of ideas, and to obey the laws of the state and nation.

Acts in violation of North Carolina and United States law are necessarily in violation of the Undergraduate Judicial Code. Such acts when committed on university premises are within the cognizance of the Undergraduate Judicial Board unless otherwise expected. When committed off the university premises they may fall within the board's jurisdiction if constituting a direct or indirect threat to the university community whether or not the offense results in action by a regular civil or criminal court.

Proceedings under the Judicial Code of the Undergraduate Community before, during, or after any which may occur in the regular state or federal courts do not subject a student to "double jeopardy" because such jeopardy arises only in criminal law proceedings. Governments alone, not the university, enforce the criminal law. Action by the board or other university agencies enforce the terms under which a student has accepted admission to Duke University and all sanctions imposed relate to a student's status at the university.

The Judicial Code of the Undergraduate Community. Although the laws of North Carolina and the United States are incorporated in the Judicial Code, enumerated below and included in the following section on university regulations and policies are common infractions lying within the jurisdiction of the Undergraduate Judicial Board. Conduct in violation of the code is punishable by sanctions contained in Appendix C, Art. IV (K) of this bulletin.

I. Academic Dishonesty

A. Plagiarism: Expropriation of words, phrases, or ideas of another without attribution for the benefit of one who engages in the act of expropriation. (See "Use and Acknowledgment of Sources" in this bulletin.)

B. Cheating:

1. Obtaining access, without the instructor's permission, to an examination question or questions prior to the instructor's distribution of the examination.
2. Copying or attempting to copy during an examination from another's work in progress or completed, handwritten, typed, or published without consent of the instructor.

3. Without the instructor's permission, collaborating with another, knowingly assisting another or knowingly receiving the assistance of another in writing an examination or in satisfying any other course requirement(s).
 4. Committing fraud on a record, report, paper, examination, or other course requirement to be submitted to or in the possession of an instructor.
 5. Submission of multiple copies of the same or nearly similar papers without prior approval of the several instructors involved.
- C. Academic Contempt: In the satisfaction of any course requirement, failure to adhere to an instructor's specific directions with respect to the terms of academic integrity or academic honesty for that course requirement.
- II. Assault and/or Battery
- A. Battery: Any use of physical force against a person without his or her consent.
- B. Assault: Any threat of the immediate use of any degree of unauthorized physical force or an attempt to use such force which threatens or actual attempt gives rise to a reasonable apprehension of force against the person threatened as perceived by that person. (See also "University Regulations and Policies: Harassment and Hazing" in this bulletin.)
- C. Sexual Assault
1. Sexual Assault I. By stranger or acquaintance, rape, forcible sodomy, forcible sexual penetration, however slight, of another person's anal or genital opening with any object. These acts must be committed either by force, threat, intimidation or through the use of the victim's mental or physical helplessness of which the accused was aware or should have been aware.
 2. Sexual Assault II. By stranger or acquaintance, the touch of an unwilling person's intimate parts (defined as genitalia, groin, breast, or buttocks, or clothing covering them) or forcing an unwilling person to touch another's intimate parts. These acts must be committed either by force, threat, intimidation or through the use of the victim's mental or physical helplessness of which the accused was aware or should have been aware.
- III. Taking, Converting, and Selling
- A. Theft: Any wrongful physical taking and carrying away of the personal property of another without the rightful owner's consent with an intention to deprive the owner of its use.
- B. Larceny: Any wrongful physical taking and carrying away of the personal property of another without the rightful owner's consent and with an intention to convert it to the use of the taker and into the taker's own property or to convert it to the use of and ownership of a third party.
- C. Embezzlement: Fraudulent conversion of another's personal property by one to whom the owner trusted it.
- D. Fencing: Knowingly receiving or concealing stolen property.
- IV. Property Damage: Any damage to real or personal property owned by others including that owned by Duke University, especially fire equipment, as well as that owned by members of the university community and by visitors to the university. (See "University Regulations and Policies: Fire Equipment" in this bulletin and "Care of Dormitory Rooms and Adjacent Campus Areas.")
- V. Breaking and/or Entry
- A. Breaking: Any bodily action or attempt by means of such bodily action intended to create an opening for access to real or personal property without consent of the owner of such property.
- B. Entry: Any physical bodily presence within real or personal property without consent of the owner. Such illegal entry includes trespass on unauthor-

ized areas. (See "University Regulations and Policies: Roof and Ledge Areas, Unauthorized Access.")

VI. Disorderly Conduct

- A. Any action, committed without justification or excuse, that unreasonably disrupts the normal public use of public areas, or that substantially disturbs the peace and order of the university community. (See "University Regulations and Policies: Alcoholic Beverages," "Noise," and "Duke Computer Usage.")
- B. Any grossly unreasonable and reckless conduct in the handling of things or substances ordinarily regarded as inherently dangerous or capable of becoming dangerous to other persons or to their real or personal property.

VII. Fraud

- A. Any intentional misrepresentation of fact in an attempt to induce another to surrender a right or property or to authorize the conferring of a benefit in reliance upon the misrepresentation.
- B. Forgery or alteration of documents, including course examinations, papers, or other required exercises, in an attempt to obtain a right or benefit or property.
- C. Obtaining a right or benefit or property under false pretenses.
- D. Unauthorized misuse of otherwise valid documents.

VIII. Bribery: Corruption of another for personal gain.

IX.

- A. Preparation: Devising or arranging means or measures necessary for commission of a prohibited act.
- B. Attempt: Attempting any unlawful act specified in this code by undertaking the intended action.

X. Contempt

- A. Failure to comply with direction, orders, or commands of any university judicial or police authority, or any academic or administrative official of the university acting in an official capacity. (See "University Regulations and Policies: Library Control Desk Inspections" in this bulletin.)
- B. Knowingly furnishing false information to any such authority or official of the university acting in an official capacity.

XI. Illegal Possession

- A. Any transporting to or storing on the campus or possession of firearms, weapons, explosives, mace, or fireworks. (See "University Regulations and Policies: Fireworks, Other Explosives and Weapons" in this bulletin.)
- B. Any violations of the university's alcohol or drug policy.

XII. Accessory to Commission of a Prohibited Act: Aiding or abetting or otherwise acting as an accomplice to commission of any prohibited act.

University Regulations and Policies

Students should be familiar with the Judicial Code of the Undergraduate Community and with the following regulations and policies of the university. Violations are matters which are subject to adjudication before the Undergraduate Judicial Board.

Alcohol Policy

INTRODUCTION

Moderate consumption of alcohol has given pleasure to people since ancient times and learning its proper use is a common part of the developmental process. It is appropriate, therefore, for the university to play a guiding role in that process. Duke's alcohol policy has been formulated to promote two purposes:

1. To allow Duke undergraduates who choose to drink the opportunity to use alcohol in social settings in congenial, moderate, and nondestructive ways.
2. To permit social events at Duke in compliance with state laws governing alcohol use to the extent possible. The need for strict control arises, in part, from the fact that the majority of undergraduates are not of legal age to purchase, possess, or consume alcohol.

This alcohol policy does not speak to private activities or to activities which occur off the Duke campus. Although the university expects its students to conduct themselves responsibly in all settings, this policy focuses on activities that can be controlled reasonably and effectively by campus agencies.

NORTH CAROLINA STATE LAW REGARDING ALCOHOL

For complete information regarding North Carolina state laws governing alcohol, one should consult North Carolina General Statutes, Chapter 18B. Some highlights are excerpted below.

It is illegal for anyone less than 21 years of age to:

- **Possess beer or unfortified wine:**

Penalty—If 19 or 20 years of age, this offense is an unlawful act which carries no conviction and has no legal consequences other than a fine of \$25. If 18 years of age or younger, however, it is considered a misdemeanor which will become a matter of public record as a criminal conviction and subject one to court costs and/or fines.

- **Purchase or attempt to purchase beer or unfortified wine:**

Penalty—If 19 or 20 years of age, and if the violation occurred while the person was purchasing or attempting to purchase an alcoholic beverage, this offense will carry a fine of \$25. If 18 years of age, and if the violation occurred while the person was attempting to purchase an alcoholic beverage, this offense will be a misdemeanor resulting in court costs and/or a fine and, upon conviction, the Department of Motor Vehicles (DMV) will revoke the defendant's driver's license for one (1) year.

- **Aid and abet in the sale, purchase, and/or possession of alcohol; (including giving alcohol) by anyone less than 21 years of age:**

Penalty—If under 21 years of age, this offense will be a misdemeanor punishable by a fine of up to \$500 or imprisonment for not more than six (6) months or both, and upon conviction, the DMV will revoke the defendant's driver's license for one (1) year.

- **Use or attempt to use, in order to obtain alcoholic beverages when not of lawful age, a fraudulent or altered driver's license; or a fraudulent or altered identification document other than a driver's license; or a driver's**

license issued to another person; or an identification document other than a driver's license issued to another person:

Penalty—If convicted, this offense is a misdemeanor resulting in court costs and/or a fine and the DMV will revoke the defendant's driver's license for one (1) year.

- **Permit (aid or abet) the use of one's driver's license or any other identification document of any kind by any person under 21 to purchase or attempt to purchase or possess alcohol:**

Penalty—If convicted, this offense is a misdemeanor resulting in court costs and/or a fine and the DMV will revoke the defendant's driver's license for one (1) year.

DEFINITIONS

Alcoholic Beverage—any beverage containing at least one-half of one percent (0.5%) alcohol by volume, including beer, wine, liquor, and mixed beverages.

(BYOB) Bring-Your-Own Beverage Event—any event requiring registration at which individuals bring beverages only for their personal consumption.

Common Container—any keg, large bottle, punch bowl, trash can, cooler, refrigerator or other device used for storing or mixing a quantity of beverage or from which a quantity of beverage is distributed to or consumed by more than one person.

Event—a party, concert, or other group social gathering held on the university campus attended by undergraduates.

Malt Beverage—a beverage containing at least one-half of one percent (0.5%) and not more than six percent (6%) alcohol by volume.

Public Space—all locations other than student's private rooms or apartments, including, but not limited to, common rooms, hallways, restrooms, balconies, quadrangles, courtyards, benches, classrooms, athletic facilities and sidewalks. Additionally, if two or more private rooms or apartments are designated such that people are moving back and forth between them, the entire area shall be considered a public space.

Sale of Alcohol—any transfer, trade, exchange or barter, in any manner or by any means for consideration of alcohol (e.g., cover charges, mug/t-shirt sales, etc.).

Spirituosus Liquor or Liquor—distilled spirits or other alcohol and mixtures of cordials and premixed cocktails in closed containers for beverage use regardless of their dilution.

Unfortified Wine—wine with an alcohol content of not more than 17 percent.

Use of Alcoholic Beverages—possession, consumption, distribution, purchase, sale, or transfer of alcoholic beverages.

ALCOHOL DISTRIBUTION

1. Undergraduate students and their respective living groups and organizations may not distribute alcohol in public space on the Duke campus.

Public space includes all locations other than students' private rooms or apartments. Public areas include, but are not limited to, common rooms, hallways, restrooms, balconies, quadrangles, courtyards, benches, classrooms, athletic facilities, and sidewalk. Additionally, if two or more private rooms or apartments are designated such that people are moving back and forth between them, the entire area shall be considered a public space.

2. No kegs will be permitted in private rooms or apartments.
3. Only university approved bartenders , who will be responsible for carding, are permitted to distribute alcohol.
4. Except at events in a licensed facility providing a cash bar, no spirituous liquor or fortified wines may be served to undergraduates in public spaces.
5. Food and alternative beverage must be available for the duration of the event.
6. All students consuming alcohol at a distribution event must carry a Duke Card. (In facilities equipped with on-line computer capabilities, the Duke Card shall serve as your valid form of ID.) Non-Duke students must carry a valid form of ID as stated above in the General Provisions.

EVENT REGULATIONS

(More complete event registration parameters will be published in the fall of 1995)

Registration

Events Must Be Registered if **ANY** of the Following Occur:*

1. Distribution of alcohol
2. Sound amplification is placed or directed outside
3. Events are publicized (advertised by commercial ads, banners, posters, written invitations, e-mail, etc.)
4. Event involves a theme, decorations, or live entertainment
5. The sponsoring group is using a facility other than the facility in which the group resides

Events must be registered with the Event Advising Center located in the Office of University Life, 101 Bryan Center, West Campus. Registration forms must be completed and returned for approval to the office 4 business days prior to the event. Call 684-3084 for more information.

The dean of University Life or designee reserves the right to approve/disapprove the serving of alcoholic beverages at events held in nonresidential locations (to include quadrangles) on a case-by-case basis. The dean of University Life or designee, in consultation with the Department of Public Safety, will determine whether the individual or group sponsoring a registered event will be required to hire Public Safety officer(s) to monitor the event.

PARTY PROMOTION

By choosing to serve beverages containing alcohol as part of a social function, you and your group or organization assume certain responsibilities beyond direct university regulation.

Test cases involving common law precedents and the dispensation of alcoholic beverages are changing the definition of who is liable for a drinker's actions to include the general category of "social hosts." A social host may be a fraternity, a residence hall organization, a private citizen, or any combination of the preceding.

For example, serving alcohol to a minor who subsequently breaks his leg could render an individual or group liable for the minor's medical bills. Serving an individual

*Event is defined as a party, concert, or other social gathering held on the university campus attended by undergraduates.

who is "already" or "obviously" drunk and who subsequently has an automobile accident could render an individual or group liable for the injury or death of third party victims of the accident, or any property damage resulting from the accidents.

In general, CREATING OR PROMOTING ANY SET OF CIRCUMSTANCES WHICH ENCOURAGE ANY OF YOUR GUESTS TO CONSUME ALCOHOL TO THE POINT OF INTOXICATION CAN HAVE FAR REACHING NEGATIVE CONSEQUENCES OF A MOST SEVERE NATURE.

Legal proof of negligence in the dispensation of alcohol usually involves the consideration of wide variety of factors, including the manner in which hosts promote social functions where alcohol is served.

In addition to the responsible monitoring of the social event itself, IT IS IMPERATIVE THAT YOU AND YOUR GROUP OR ORGANIZATION DO NOT PROMOTE YOUR EVENT IN SUCH A MANNER THAT A POTENTIAL GUEST MIGHT REASONABLY BELIEVE YOUR SOCIAL EVENT IS AN INVITATION TO BECOME INTOXICATED.

SPECIFICALLY: FLYERS, BANNERS, AND SIGNS WHICH ADVERTISE SOCIAL EVENTS WHERE ALCOHOL WILL BE SERVED MUST NOT OVERTLY OR COVERTLY STATE OR IMPLY AN INVITATION TO PARTICIPATE IN EXCESSIVE DRINKING.

ANIMALS ON CAMPUS

All animals found running loose on campus or tied to an obstacle with the animals unattended by the owner will be removed from the campus to the Durham County Animal Shelter by a county official. With the exception of seeing-eye dogs, animals are prohibited inside university facilities. Upon claiming the animal the owner will be required to furnish identification. The Department of Public Safety will refer the names of such students to the appropriate dean; employees will be referred to their department head. Other persons who indicate an unwillingness to cooperate with Duke University regulations in this matter will be given trespass warnings.

CAMPUS BANNER POLICY

Requests for hanging banners on university buildings must be approved by the Facilities Management Department. Banners must be inherently flame resistant or sprayed with a flame retardant spray as approved by the OESO-Campus Fire/Safety Division. If approved, a banner may be hung for a period of not more than three days. The banner must be removed by the sponsoring organization within 24 hours of the event that it advertises. In the event that there is no date for the banner, then a three-day maximum will be established for its display. If the group fails to remove the banner within the designated time, the university will remove it at a cost to the responsible organization or individuals. Where no sponsoring organization or individual may be identified, banners will be taken down immediately.

CHALKING OF UNIVERSITY FACILITIES

The extensive use of chalk to advertise events and activities on buildings, sidewalks, and other university facilities and structures has caused major problems because the chalk must be removed at a considerable expense. Therefore, any individuals or groups identified as being responsible for chalking university facilities will be charged for clean up and also may be subject to judicial action.

CLASSROOM RESERVATIONS

Students may reserve classrooms for meetings of organizations recognized by Duke Student Government on a one-time or semester basis by going in person, with their DukeCards, to the registrar's office between the hours of 8:00-12:00 noon or from 1:30-4:00 P.M., Monday through Friday. Rooms must be reserved by an officer of the

organization and groups will be expected to abide by the terms outlined on the reservation form. Lecture halls or rooms with a capacity of more than 60 cannot be reserved more than six days in advance, unless it is reserved by the faculty advisor of the organization.

CONFERENCES AND CONVENTIONS

Invitations to individuals or to organizations outside the university to hold conferences or conventions on campus must be discussed with and approved by the dean of Student Development well in advance of the extension of the invitation by the prospective host or host group at Duke. It is the established policy of the university not to use its dormitory facilities for the housing of convention guests during the academic year. The university does, however, reserve the right to use dormitory rooms for special guests during announced vacations.

DISCRIMINATION, APPEAL PROCEDURE FOR STUDENTS EMPLOYMENT

Complaints from students of discrimination regarding hiring practices should be filed in writing with the Office of Undergraduate Financial Aid, 2106 Campus Drive. A staff representative of the Office of Financial Aid shall notify the university equal opportunity officer in writing of the complaint within ten (10) working days. The equal opportunity officer will investigate the complaint, notify the Office of Student Affairs and the respective college or school of the student, and attempt to reconcile the parties. Should the complainant feel that the complaint of discrimination has not been remedied after receiving a written evaluation from the equal opportunity officer, appeal may be made to the respective dean of the student's college or school.

DRUGS

Duke University prohibits its members to possess, use, or distribute illegal drugs, including opiates, barbiturates, amphetamines, marijuana, and hallucinogens, except for legally authorized possession and distribution of drugs of the classes specified. In addition, the presence and use of many of these drugs within the university community are contrary to the intellectual and educational purposes for which the university exists.

The university recognizes that ignorance or innocence concerning such drugs threatens the safety of members of its community. It therefore seeks to provide as much information as it can concerning the consequences of harmful drugs. The university recognizes also that the illicit use of drugs may reflect emotional problems and is prepared to assist its members involved in their use through medical and psychiatric counseling. Nevertheless, the university considers a violation of the drug prohibition a serious matter and reserves the right to take action appropriate to the circumstances of each case.

Action taken by the university in all cases of drug violation will be guided by a concern both for the emotional and physical welfare of the person involved and for the maintenance of a suitable educational environment for all members of the university. See Appendix D for rules governing drug violations.

FIRE EQUIPMENT

In an effort to provide adequate protection, fire extinguishers are located in all residence halls. Because of the presence of this equipment, numerous fires have been quickly controlled, avoiding injury or loss of life. The potential impact of having fire extinguishers vandalized or stolen is clear; yet each year individuals continue to disregard the safety and rights of others by destroying and tampering with this equipment.

Damage and/or theft of fire equipment is punishable under North Carolina General Statute 14-286 which carries a maximum penalty of six months imprisonment and/or \$500 fine. In addition, students who have allegedly misused or vandalized fire equipment may have their housing licenses revoked and/or be referred for disciplinary action. Judgments rendered by this board may result in the loss of housing privileges and/or other punishment.

It is university policy that living groups or individuals be billed for theft and/or vandalism of fire extinguishers within the residence halls.

To further assure life safety, fire alarm systems are located in each residence hall at convenient locations to alert the occupants in case of fire. Turning in false alarms may result in unnecessary deployment of fire vehicles and the penalties for turning in false alarms or tampering with the alarm system are the same as those listed above. (See section on "Revocation of the Housing License," page 26.)

FIRE SAFETY

Open fires are not permitted on Duke University property except as approved by the OESO-Campus Fire/Safety Division and the Durham fire marshal. Students who either provide or contribute materials to burn or who ignite or attempt to ignite flammable materials will be considered in violation of this policy. Students also should realize that such actions violate state law and may result in their being issued a citation for unlawful burning. Any fire must be reported to Public Safety and Housing Management. Residents will be charged for fire damage resulting from neglect.

FIREWORKS, OTHER EXPLOSIVES, AND WEAPONS

The General Statutes of North Carolina strictly prohibit the possession of firearms, explosives, starter pistols, and weapons on any university campus. Students are not permitted to bring to the campus or store on the campus any weapon, including any mace, gun, rifle, pistol, explosive, switch-blade, knife, or dagger. Students may not possess fireworks of any kind. If found to be in violation of this policy, students may have their housing licenses revoked and/or be referred for disciplinary action. See section on "Revocation of the Housing License," page 26.)

HARASSMENT POLICY

This harassment policy applies to all persons who are enrolled or employed by Duke University. All such persons may use the accompanying grievance procedures in seeking resolution of harassment complaints involving other members of the Duke University community.+*

Harassment of any kind is not acceptable at Duke University; it is inconsistent with the university's commitments to excellence and to respect for all individuals. Duke University is also committed to the free and vigorous discussion of ideas and issues, which the university believes will be protected by this policy. Pursuant to these commitments, and as a complement to Duke University's Equal Opportunity Policy, the following policy is adopted.

*This Harassment Policy replaces previous statements on harassment, sexual harassment in employment, and sexual harassment of students. Specifically it replaces Appendix W. of the *Faculty Notebook*, Policy IX.180 and Policy IX.190 in the *Duke University Policy Manual*, and the statement on Sexual Harassment of Students in the various school bulletins.

+Applicants for admission or employment who feel that they have been harassed by employees of Duke University, and students and employees of Duke University who feel they have been harassed by persons doing business with the university should report their complaints to the Office of the University Vice-President and Vice-Provost.

- I. Duke University is committed to protecting the academic freedom and freedom of expression of all members of the university community. This policy against harassment shall be applied in a manner that protects the academic freedom and freedom of expression of all parties to a complaint. Academic freedom and freedom of expression include, but are not limited to, the expression of ideas, however controversial, in the classroom, in residence halls, and, in keeping with different responsibilities, in work places elsewhere in the university community.
- II. Harassment at Duke University is defined as follows:
 - A. The creation of a hostile or intimidating environment, in which verbal or physical conduct, because of its severity and/or persistence, is likely to interfere significantly with an individual's work or education, or affect adversely an individual's living conditions.
 - B. Sexual coercion is a form of harassment with specific distinguishing characteristics. It consists of unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:
 1. submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment or education; or
 2. submission or rejection of such conduct is used as a basis for employment or educational decisions affecting an individual.
 - C. The conduct alleged to constitute harassment under this policy shall be evaluated from the perspective of a reasonable person similarly situated to the complainant and considering all the circumstances.
- III. In considering a complaint under the Duke University Harassment Policy, the following understandings shall apply:
 - A. Harassment must be distinguished from behavior which, even though unpleasant or disconcerting, may be appropriate to the carrying out of certain instructional, advisory, or supervisory responsibilities.
 - B. In so far as Title VII (Equal Employment Opportunity) of the Civil Rights Act of 1964 is applicable (i.e., in complaints concerning carrying out of noninstructional work place responsibilities, the university will use the definition of sexual harassment found in the Equal Employment Opportunity Commission (EEOC) Guidelines: "conduct of a sexual nature...when such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment." The university will use new EEOC guidelines as they are promulgated. The community will be notified if such changes occur.
 - C. Instructional responsibilities require appropriate latitude for pedagogical decisions concerning the topics discussed and methods used to draw students into discussion and full participation.
 - D. In interactions of students and other members of the Duke community in social and living situations, the university believes it is generally more appropriate to encourage and nurture positive interactions and understanding between complainants and respondents rather than to invite charges of harassment for individual episodes of hostile, disrespectful, or intimidating speech.
- IV. Individuals who believe that they have been harassed in violation of this policy should consult the Duke University Grievance Procedures for Claims of Harassment.
- V. This Harassment Policy and the Grievance Procedures for Claims of Harassment are the only part of Duke University's effort to prevent harassment in our community. In addition to offering channels for making and resolving com-

plaints, the university is also committed to programs of education to raise awareness concerning the nature of harassment and ways to prevent harassing behaviors.

RESPONDING TO HARASSING SITUATIONS

A member of the Duke University community who believes that he or she has been harassed in violation of the Harassment Policy is encouraged to take action in any of the ways described here. Although none of the informal activities below are required before an individual may file a formal complaint, the Duke University Harassment Policy favors informal resolution of Harassment claims whenever such resolutions can be effected fairly.

Informal resolutions may include:

- A. Discussing the situation with harassment prevention advisors and other designated individuals, who are available in the office of Student Affairs, Trinity College, and the School of Engineering:

Martina Bryant	Trinity College	684-2075
Maureen Cullins	Campus Community Development	684-6538
Carlisle Harvard	International House	684-3585
Seldon Holt	Women's Center	684-3897
Frank McNutt	Student Development	684-6313
Ellen Plummer	Women's Center	684-3897
Julian Sanchez	Intercultural Affairs	684-6756
Connie Simmons	School of Engineering	660-5387
Kay Singer	Trinity College	684-6221
Linda Studer-Ellis	University Life	684-4740
Charles VanSant	Student Development	684-6313
Kathleen C. Wallace	Student Development	684-6313
Judith White	President's Office	684-2424
Ellen Wittig	Trinity College	684-5585

- B. Meeting with the individual whose behavior is disturbing, discussing the situation, and making it clear that the behavior is unwanted and should cease.
- C. Contacting the supervisor or dean of the person whose behavior is disturbing and requesting assistance to stop the behavior.
- D. Requesting assistance from a harassment prevention advisors for an informal intervention:

In consultation with the harassment prevention coordinator, a harassment prevention advisor may assist an individual who does not wish to file a formal complaint, but who seeks informal intervention by the harassment prevention advisor to end conduct that the person believes violates university policies against harassment. After consultation with the harassment prevention coordinator, the harassment prevention advisor, or another person designated by the coordinator may discuss the alleged conduct with the respondent, remind him or her of university policies against harassment, and seek a commitment by the respondent to comply with these policies.

A complainant may request that, whenever possible, such a conversation be held without revealing his or her identity directly to the respondent. Action taken by a harassment prevention advisor under this provision shall not constitute a finding of harassment.

FORMAL COMPLAINT PROCEDURES

Formal complaints of harassment should be filed with the harassment prevention coordinator in the Office of the Vice-President for Institutional Equity.* Such formal complaints should be filed as soon after the offending conduct as possible, but in no event more than one year after the most recent conduct alleged to constitute harassment.

The process for resolution of formal harassment complaints consists of two stages: Mediation (and) Panel Hearing. The complaint must be submitted to Mediation before it can be submitted to the Hearing Panel for resolution.

In certain circumstances, violations of the Harassment Policy may be adjudicated through the undergraduate judicial system.

For more information about initiating formal complaints, see the Duke University Harassment Policy "Procedures for Resolution of Claims of Harassment." These are available through the Harassment Prevention Advisors (see above) or the Harassment Prevention Coordinator.*

HAZING

Duke University considers hazing to be a serious infraction of university regulations. Hazing Policy: Any action taken or situation created, intentionally, whether on or off fraternity, sorority, or university premises, to include physical discomfort, embarrassment, harassment, or ridicule. Such activities and situations include but are not limited to paddling in any form; creation of excessive fatigue; physical and psychological shocks; road trips, or any other such activities carried on, in or outside the confines of the university; wearing publicly apparel which is conspicuous and not normally in good taste; engaging in public stunts and buffoonery, morally degrading or humiliating games and activities which are not consistent with fraternal law, ritual, or policy or the regulations and policies of Duke University. (Modified from: Statement on Hazing, Fraternity Executive Association.) Students should also be aware that hazing is a misdemeanor under North Carolina state law and is punishable by up to a \$500 fine and/or six months imprisonment. The action of even one member of the group may constitute hazing by the fraternity or sorority. Any fraternity or sorority convicted of hazing may be warned, placed on probation, or the charter of the group suspended for a period of time or permanently. Individuals responsible for hazing also are liable for disciplinary action.

IDENTIFICATION CARDS

Undergraduate students are issued identification cards (the DukeCard) which they should carry at all times. The cards are the means of identification for library privileges, student health services, athletic events, access to residence halls and academic buildings, and other university functions or services open to them as university students. These cards also serve to purchase food on a selected meal plan or other food and nonfood items on the flexible spending account. Students will be expected to present their cards upon request to any university official or employee.

The cards are not transferable, and fraudulent use may result in loss of student privileges or suspension. A student should report the loss of this card immediately to the Office of the Registrar, 103 Allen Building, 684-2813 or to the DukeCard Office, 024 Union Building West, 684-5800. Temporary cards for access to residence halls can be obtained at the DukeCard Office twenty-four hours a day. The cost of a new DukeCard is \$10.

*Until the Office of the Vice-President for Institutional Equity is established, complaints should be filed with the following officers:

Sexual harassment complaints, the sexual harassment prevention coordinator, in the Office of the President;

Other harassment and discrimination complaints, the university vice-president and vice-provost.

LIBRARY MATERIALS SECURITY

Library materials are electronically protected from theft by automatic locking of the exit gates when items have not been properly charged. An alarm sounds simultaneously, drawing attention to the situation and requiring the person to return to the circulation desk nearby to ascertain the problem.

Anyone who refuses to permit his or her books to be examined may be denied further use of the library. Student offenders will be reported to the appropriate dean of the university, who is authorized to refer such offenders to judicial boards or to take independent disciplinary action, including penalties, up to and including suspension, appropriate to the seriousness of the offense.

LIBRARY POLICY CONCERNING FOOD, DRINK, AND TOBACCO IN PUBLIC AREAS

This policy is meant to decrease:

- a. Damage to books and furnishings
- b. Attraction of vermin to the building and the collections
- c. Deterioration of a pleasant, studious environment in the reference area and general stacks
- d. Cost of housekeeping within this extensive building

The policy applies in public areas of the library to all persons, including university staff, faculty, students, and all others working in or using the library. Public areas include departmental quarters, elevators, hallways, stairwells, carrels, and all book stacks. Also, this policy applies while walking through public areas of the library.

1. No food or drink is to be consumed except in designated areas. These are: the study halls, the faculty/staff lounges, front lobby, Rooms 223A, 226, the Carpenter Board Room, and the Breedlove Room.
2. No smoking or other tobacco use is allowed anywhere in the building.
3. Food, drink, and tobacco will be subject to confiscation if used in undesignated areas.

MEDICAL CENTER STUDENT TRAFFIC

Duke Hospital and clinics provide medical service and support to thousands of patients and their families. Student traffic brings congestion, noise, and additional building maintenance that are incompatible with patient care.

Students are prohibited from using Duke Hospital South as a thoroughfare. Students must walk around Duke Hospital South via Trent Drive and Flowers Drive.

Additionally, students are not allowed to travel through Duke Hospital South to access Duke Hospital North.

Students are allowed access to Duke Hospital South for purposes of visiting the student infirmary, going to work, the bank, or the pharmacy. If requested, students must be able to document reason for being in the hospital. Hospital food service is not provided for students and is an unacceptable reason for accessing the hospital.

NOISE (DISORDERLY AND DESTRUCTIVE BEHAVIOR)

This policy has been developed after consultation with the Associated Students of Duke University, the Interfraternity Council, the Upperclass House Association, and the Residential Policy Committee. This policy is based on the belief that all persons residing in the community have a responsibility to respect the rights, health, security, and safety of other community members and that persons who repeatedly fail to respect others should no longer be afforded the privilege of residing in university housing.

Disorderly and/or destructive behavior by students is prohibited.

1. Any student accused of destroying personal or university property is liable for judicial action before the appropriate judicial body.
2. Quiet hours will be in effect throughout the campus except during the following hours on East, West, and North campuses:

5:00 P.M. to 2:00 A.M. on Friday,

1:00 P.M. to 2:00 A.M. on Saturday, and

1:00 P.M. to 6:00 P.M. on Sunday.

Quiet hours are in effect twenty-four hours a day at Central Campus Apartments.

- a. Violations of quiet hours will be subject to the sanctions listed below, or they may be referred to the appropriate judicial body for adjudication.
- b. Even during the "non-quiet" hours listed above, students are expected to continue to respect the rights of others.
- c. During quiet hours, students who are disturbed should attempt to resolve the situation by contacting the other party(ies) involved; or, if needed, seek the assistance of house officers or resident advisors. In some areas of campus, an internal system for dealing with disturbances has been established by house officers (including distributing lists of house officers and RAs to contact) which has worked quite effectively. In some quadrangles, representatives from the adjacent living groups have met to establish "acceptable" levels of noise (i.e. specific volume settings on sound amplification systems). All quadrangle areas are strongly encouraged to implement mutually agreed upon procedures.
- d. If necessary, complaints may be registered by calling Duke Public Safety at 684-2444. Complainants should provide their names and locations when calling the Public Safety Office. Even during the "non-quiet" hours listed above, public safety officers will continue to respond to complaints and will notify those creating a disturbance that a complaint has been made. The officer responding to complaints will indicate whether noise was discovered upon his/her arrival in the incident report. If noise is found to exist, a complaint is automatically subject to disciplinary action. If no noise is discovered, no action will be taken. Complaints filed during "non-quiet" hours will not be considered as violations of the policy unless extenuating circumstances are present such as noise interfering with classes in progress.
- e. Public Safety officers and resident advisors will forward to the associate dean of students a report of all noise complaints. In cases subject to disciplinary action, the Public Safety or Resident Advisor Incident Report will serve as the plaintiff. In cases where noise has been confirmed in one of the reports mentioned above, the following procedures and sanctions will be followed:
 1. For every complaint filed, a letter and a copy of the complaint will be forwarded to the student and/or president of the cohesive unit concerned informing them of the complaint.
 2. Upon receiving a third complaint, individuals and cohesive units will be issued an official warning.
 3. Upon receiving a fifth complaint, individuals and cohesive units will be placed on disciplinary probation for six (6) weeks.
 4. Upon receiving a seventh complaint, individuals will be issued a suspended housing license revocation and cohesive units will be placed on social suspension for two (2) weeks, effective immediately.
 5. Subsequent complaints will be referred to the appropriate judicial body.
- f. Should the Public Safety or Resident Advisor Incident Report indicate that the student/group had already been warned and that the noise persisted and necessitated a return to the same student room or house in the same evening, an investigation may be begun into violation of the Noise Policy as well as the additional charge of "contempt."

- g. Residential and quadrangle parties are permitted provided that such parties have been approved under procedures as implemented through the Office of University Life.
- h. Under no circumstances during quiet hours may stereo speakers be placed or directed outside. During "non-quiet" hours, an individual or cohesive unit may only place or direct speakers outside for a function that has been approved by the dean of University Life.

It should be noted that residents are responsible for the actions of their guests and that cohesive units, as a whole, may be held responsible for violations of this policy by their individual members. The judicial body adjudicating violations of the above policy will follow its established procedures and may impose any sanctions available to it.

PAINTING POLICY

There has been a long-standing tradition of allowing student organizations and individuals to paint the East Campus bridge. Students are reminded that this activity may not extend beyond the bridge to include the painting of roads, sidewalks, telephone poles, lamp posts, trees, or any other university or municipal areas. Any groups or individuals identified as being responsible for painting anything other than the bridge will be charged for clean up and may also be subject to judicial action.

(Also see: Chalking of University Facilities, p. 44)

PARTIES IN RESIDENTIAL AREAS OUTSIDE OF RESIDENCE HALLS AND "BEER BLASTS"

See "Alcoholic Beverages" in this bulletin.

PICKETS, PROTESTS, AND DEMONSTRATIONS

See Appendix D.

POLICY PROHIBITING ANIMAL ABUSE

1. Animals, live or dead, may not be used in pranks or otherwise for amusement or ceremony in connection with any institutional or university-recognized group function or activity. Violation of this policy or any other abuse of animals shall be grounds for disciplinary action.
2. For purposes of this policy, the term "animal" includes any wild or domesticated, warm-blooded or cold-blooded animal.

POLICY ON USE OF SEGREGATED FACILITIES

It is university practice not to discriminate in any way on the basis of race, creed or national origin. This statement covers official activities sponsored, financed, and controlled by university personnel and campus organizations, whether these activities are held on or off campus. If they are held off campus, they must not utilize facilities where discrimination is practiced. Naturally the university will not attempt to dictate to individual students, faculty members, or private groups how they should conduct their personal affairs outside the university.

The above policy applies to all social functions sponsored by undergraduate residence hall campus organizations. The failure of student groups to comply with this policy may result in suspension of their social privileges. Repeated offenses by campus organizations could result in the revocation of their charters.

POLICY FOR "THEME" PARTIES AND DECORATIONS

All living groups and cohesive units must adhere to the university safety policies when planning a theme party, event, or meeting. The following are strictly prohibited:

1. Open flames: Open fires, cooking fires, campfires, bonfires, candles, incense, or any apparatus, device or machine utilizing an open flame is prohibited.
2. Party Decorations: Hay, straw, bamboo, pine straw, dried flowers, sand, or other dried natural materials may not be utilized inside the residence halls. Paper products such as crepe paper, newspaper, paper sacks, or other combustible materials should be sprayed with a flame retardant prior to use.
3. Electrical: All electrical equipment to include lights, wires, plugs, cords, connections, and sockets must be UL approved. The use of improvised wiring or tying wiring into the existing electrical services is strictly prohibited.
4. Animals: Animal(s), regardless of size or species, are strictly prohibited to attend or participate in any event, party, or meeting.
5. Water: Water, waterfalls, pools, spraying water, running water, or utilizing water in any way is strictly prohibited.
6. Strippers may not be invited or paid to perform at events sponsored by individual students, residential living groups, or cohesive units.
7. All trash must be removed by the event host at the close of the event.

Violations reported to the Office of Student Development will be considered serious offenses and living group and cohesive unit officers will be held accountable. Offenses reported will be handled by the appropriate adjudicatory body.

If you have any questions as to whether your party decorations fall within the limits allowed by university safety policies, please contact Bill Boten, OESO—campus fire/safety manager at 684-5609, 72 hours prior to the date of the actual event or party.

ROOF AND LEDGE AREAS, MAINTENANCE TUNNEL—UNAUTHORIZED ACCESS

The only authorized persons permitted on the roof and ledges or the tunnels of university buildings are maintenance personnel and certain other university officials. Students found in these areas will be referred for judicial action and/or may be subject to the immediate revocation of their housing license.

POLICY CONCERNING FILMS AT DUKE

This policy is applicable to all persons or groups on campus showing films which are open to a general audience. ("General audience" is meant to convey "other than a strictly defined group" such as an academic class, and does not refer to the rating of film content as in "rated G for general audiences"). Such groups include but are not limited to academic departments, departmental groups, residential units, fraternities and sororities, and DSG chartered or recognized organizations. The policy applies to films for which admission is free as well as those for which an admission fee is charged or a donation is requested. The policy does not apply to academic departments showing films to class members only for educational purposes.

Presenters

A. Film Committee Presenters

The two major film committees responsible for carefully chosen film series are (1) the D.U.U. Freewater Film Series, presenting 16mm film (in multiple showings of two or three presentations each evening) on Tuesday, Thursday, and Friday in the Griffith Film Theater, Bryan University Center, and on certain occasions children's films on Saturday morning; and (2) Quadrangle Pictures (Quad Flicks)—the oldest film program on campus presenting 16mm films on each Saturday and Sunday (two showings each evening) in the Film Theater.

Participation in these committees is open to students, faculty, and staff. For both series, contact the program adviser or the chairperson of the Freewater Presentations, 101 Bryan University Center, 684-2911. Both series solicit the

opinions of the student body and faculty in the selections of films and are most happy to cooperate whenever possible in bringing films requested by departments and organizations.

During the two summer sessions, Freewater and Quadrangle Pictures show films in the Griffith Film Theater, Bryan University Center one night a week.

B. General Campus Presenters

Monday and Wednesday evenings may be utilized by general campus presenters (including but not limited to academic departments, departmental groups, residential units, fraternities and sororities, and by organizations chartered or recognized by DSG) to have public showings of films on campus. If admission is charged, the sponsoring group must use the Griffith Film Theater of the Bryan University Center (for 16 mm films) or Page Auditorium (for 35 mm films), for which appropriate tax payment has been made to the state. The presenters should be aware of and should adhere to the following regulations:

1. All sponsors presenting films on campus which are open to a general audience must register the film screening with the Office of University Life (101-3 Bryan University Center, 648-4741) in order to minimize conflicts between competing films. Film screening should be registered at the same time the venue is reserved. It is the responsibility of the sponsoring group to check other campus sources for possible conflicts. The Office of University Life is not responsible for conflicts due to the failure of any party to adhere to the *Policy Concerning Films at Duke*.
2. All film presentations must be sponsored by Duke University groups or organizations with funds from admission sales going to the respective group or organization.
3. No film showing may be presented for an individual's self-aggrandizement.
4. Groups or departments under the jurisdiction of Student Affairs (including all student groups) will have permission withheld for the showing of x-rated films until justification for their presentation is reviewed. Other films which, regardless of rating, contain explicit sex and/or violence or which have been found to encourage disruptive behavior also may be restricted or subject to special conditions. Academic departments and departmental groups are responsible for adherence to local ordinance and state law concerning audience admission and the film rating system.
5. All film presenters using Griffith Film Theater or Page Auditorium must employ the services of a house manager and a projectionist. The building manager, Bryan University Center (001A Bryan Center, across from Von Canon Hall) can arrange these services for the Griffith Film Theater. The manager of Page Auditorium (03 Page, 684-5155) should be contacted to arrange these services for Page Auditorium. Both offices will provide an estimate of costs for these services. These employees will be present throughout the entire presentation.
6. All public announcements for the film showings (such as fliers, posters, calendar, and *Chronicle* announcements) must be made to display clearly the sponsoring group's official name. Advertising for all film presentations is restricted to the campus media.

Resources

A. Film Sources

A complete up-to-date collection of film catalogues may be found in the D.U. Union Office and the University Life office, both at 101 Bryan University

Center. The reference room of Perkins Library also has extensive files of film catalogues and other relevant reference material. Catalogues may also be ordered directly from film companies.

B. Equipment

Griffith Film Theater and Page Auditorium are equipped with 16 mm and 35 mm projectors, respectively. Projectors and equipment for other venues may be rented from Technical Services (0044 Bryan University Center, inside the "greenhouse" by the circle). The Durham County Library (on North Roxboro Street) also has screens and 16 mm projectors for rent. You must have a library card to rent these.

C. Advising

The Office of University Life provides advising on all aspects of film presentation including choice of venue, choice of film, budget, and program logistics and management. Film committees and DSG chartered/recognized organizations are required to consult a dean of University Life when programming films. The Office of University Life also maintains a calendar of all film screenings on campus open to general audiences.

Locations for Film Showings. The auditoriums on the Duke campus authorized for film showings for which an admission is charged are the Griffith Film Theater in the Bryan University Center (16 mm) and Page Auditorium (35 mm). These venues are covered by the payment of a privilege license tax paid by Duke University to the state of North Carolina. To charge admission to films shown in other areas is in violation of state law and brings into question the legal position of the university.

Free Films. If no admission is charged and no donation is received, films may be publicly shown in any appropriate room on campus, but their scheduling must adhere to other rules applicable to general campus film presenters to prevent conflicts.

Possible Film Restrictions

- A. "X-Rated" Films Policy—Permission is withheld from film presenters for the showing of x-rated films until justification for their presentation is made through appeal.
 1. An appeal by the Freewater Film Society and by other organizations under the jurisdiction of the University Union will be reviewed by the board of the University Union whose decision will be communicated to the vice-president for Student Affairs for final review.
 2. An appeal by all other student groups including DSG-chartered/recognized organizations will be reviewed by the vice-president for Student Affairs directly. All reviews and subsequent decisions will take into account, among other considerations, the objectives to be served by exhibiting the film, its educational value, and the extent to which the request can be supported by a social or aesthetic justification. When, in response to an appeal, permission is granted to present an x-rated film, the following procedures will be required: the vice-president for Student Affairs will (a) decide whether or not the film in question shall be listed in the *Duke Dialogue*, (b) designate what kind of identification may be required of members of the Duke University community and/or their guests, (c) decide whether or not a representative of the Public Safety Office may be required for the purposes of assisting the sponsoring group, at the latter's expense. In addition, those attending must show proof of age that complies with North Carolina state law.

- B. Other Film Restrictions—The decision to withhold the scheduling of films which, regardless of rating, contain explicit sex and/or violence are shown or have been found to encourage disruptive behavior may be made by:
 1. The University Union Board for Films proposed by the Freewater Film Society and by other organizations under its jurisdiction.
 2. The deans of the Office of University Life for films proposed by other student groups or organizations. The decision by either of these boards to withhold the scheduling of a film may be appealed to the vice-president for Student Affairs. When in response to an appeal, a favorable decision is reached, the same procedures listed in (a) through (c) will be required.

Film Scheduling Procedures and Regulations

- A. Regulation—All General Campus Presenters
 1. All general campus presenters must register screening dates and film titles at the Office of University Life. Screening dates should be registered at the same time the venue is reserved or put on hold. Film title must be registered before the film is ordered.
 2. Venues may be reserved for film screenings at any time in accordance with the reservation policies of the specific venue. The selection of specific film titles must be made according to the following schedule: for films shown in the fall semester, titles may be chosen after the preceding July 1; for films shown in the spring semester, titles may be chosen after the previous December 1; for films shown during summer sessions, titles may be chosen after April 1.
 3. Film presenters may schedule only one film per semester. All exceptions must be approved by the Office of University Life.
 4. No film may be shown that is already scheduled for the academic year until following the originally scheduled showing. If groups decide to show a film that is scheduled already, they may not announce publicly in any way their choice of film presentation until the initial group has shown the film.
 5. No public film showing (those announced to the general university community) may be scheduled at the same time on the same day as another film which has been scheduled already, unless no conflict is perceived by the group having completed its scheduling paperwork first. It is the responsibility of the sponsoring group to check other campus sources for possible conflicts. The Office of University Life is not responsible for conflicts due to the failure of any party to adhere to the *Policy Concerning Films at Duke*.
 6. Films shown outside must be registered and approved by Dean Suzanne Wasiolek in the Office of Student Development in addition to all other approvals, and must not fall within university quiet hours.
- B. Procedures—Student Organizations
 1. Consult the University Calendar and the Film Calendar in the Office of University Life as well as other campus sources to check for possible conflicts with other films and programs.
 2. Put a "hold" on the venue for your most preferred available date(s)—(Mondays and Wednesdays only). For the Griffith Film Theater, contact Janice Daniel, 684-2656. (You must return a deposit to reserve the film theater within five business days after holding a date, or your hold will be canceled.) For Page Auditorium, contact Dean Peter Coyle, 684-4682. For other locations, call the location for information.
 3. Go to the Office of University Life for advising and information on film selection, budgeting, financial approvals, and program approvals. Approv-

als will not be given until the following arrangements have been made: (a) the organization's account has been reviewed to determine the ability of the organization to cover the film rental, film transportation, and both security and technical costs of the film presentation, (b) all financial forms necessary for reserving the venue have been completed and signed, and (c) the film title has been chosen and approved and does not conflict with any other registered film showing. Information which you will need includes (1) rating of film, (2) running time of film, (3) cost of film and cost of film transportation.

4. When all approvals have been received and the film has been selected and approved, confirm reservation with the venue and make final arrangements for equipment rentals, house manager, and projectionist when necessary. (For Page Auditorium and Griffith Film Theater, house manager and projectionist are necessary.)
 5. All arrangements and approvals for film showings must be completed no later than three weeks prior to the date of showing. Failure to do so may result in the forfeiture of your scheduling privileges and the cancellation of your program.
 6. Approved and confirmed film showings in the Griffith Film Theater and Page Auditorium may be canceled without penalty up to one week prior to the screening.
 7. Common areas in residence halls and other such university facilities may not be used for the showing of "stag" films.
- C. Procedures—Other Campus Presenters.
1. All other campus film presenters should reserve screening locations in accordance with each venue's normal reservation policies. Films open to general audiences are allowed on Mondays and Wednesdays only.
 2. All general campus presenters must register screening dates and film titles at the Office of University Life. Screening dates should be registered at the same time the venue is reserved or put on hold. Film title must be registered before the film is ordered.
 3. Non-student groups are responsible for adherence to local ordinance and state law concerning audience admission and the film rating system.

Screening of Copyrighted Videos

Federal law prohibits the public display of copyrighted videotaped material. This includes videos which you buy and those which you rent. "To perform or display a work or video 'publicly' means (1) to perform or display it at a place open to the public or at any place where a substantial number of persons outside of a normal circle of a family and its social acquaintances is gathered." (From the Federal Copyright Act, Title 17 United States Code, Section 101). Though the language is not specific, the showing of videos for social purposes to groups could be a violation of federal law. To avoid such conflict and decrease the likelihood of copyright violations, the following procedure should be followed when screening videos:

1. Never charge admission for a video screening of copyrighted material unless you have paid the proper authority a royalty to do so.
2. Whenever possible, video screenings for entertainment and social purposes should take place in private rooms.
3. In the event a video screening takes place in a common room, it is advisable to limit viewers to ten (10) people.

SAFETY

No institution can guarantee the safety of all students at all times. It is therefore recommended that students exercise caution at times and places known to be hazardous. It is recommended that students not study in a classroom alone or walk alone in

unlighted portions of the campus or between campuses after dark. The Public Safety Office (684-2444) may be called to request escort service.

1. Do not walk, jog, or bike alone outside of well-populated areas.
2. Keep your room and apartment door locked *at all times* whether or not you are present.
3. All external doors should be kept locked. Do not allow others to “tailgate” into a secured building behind you.
4. Immediately report to the Public Safety Office, 911 or 684-2444, any incident taking place that threatens safety or appears suspicious.

SOLICITATION POLICY

Commercial selling or soliciting in the residence halls or Central Campus Apartments is prohibited whether by residents or nonresidents.

The Bryan Center environs may be used for the purpose of sales, distribution, or events involving the use of sound amplification equipment. Any such activity must be sponsored by a recognized campus organization.

STUDENT RECORDS

In accordance with the Family Education Rights and Privacy Act of 1974, Duke University generally permits students to inspect their educational records and protects the information in such records from disclosure to third parties without the students’ consent. The university’s policy on the release of students’ records is on file in the Office of the University Registrar.

Address and telephone information provided to the Office of the Registrar may be released without student consent unless written notification is provided to the office by the end of the second week of classes.

SUPPORT SERVICES FOR SURVIVORS OF SEXUAL VIOLENCE

Overview. Sexual violence is a term used to describe any kind of unwanted sexual activity, including rape, sexual assault, child sexual abuse or unwanted touching of certain areas of the body. Sexual assault is a criminal act, violating both North Carolina statutes and the Undergraduate Judicial Code (see p. 38-40). You can get assistance dealing with these crimes on campus whether they happened recently or in the past.

Information, Advocacy, and Support. You can call Duke’s Office of Sexual Assault Support Services (SASS) or Rape Crisis of Durham (RCD) for information. Both services are confidential and do not require making a report. They can explain your options, the implications of the actions you may be considering, and can serve as your advocate. These services are also available to you if you are helping a friend who has been assaulted.

To page the SASS coordinator 24-hours a day, dial 970-2315, and at the prompt, enter your phone number and hang up. The coordinator will dial you back. To schedule an appointment, come by the Women’s Center, 126 Few Federation, 684-3897, or call the SASS crisis line 681-6882.

To reach Rape Crisis of Durham 24-hours a day, call Helpline, 683-8628, and ask to speak to a rape crisis volunteer. Your number and first name will be taken and a volunteer will call you back.

Immediate Medical Concerns. Go directly to the Emergency Department (ED) of Duke Medical Center. You can call Public Safety, 684-2444 or 911 for transportation without having to make a report. The services available are: medical care, evidence collection, payment options (delayed or direct billing), and medication for pregnancy and sexually transmitted disease prevention. To leave your options for pressing charges open and to be eligible for Victim’s Assistance, a state fund which pays for the hospital

expenses, you will want to have evidence collected by the hospital within 72 hours of the assault. If you do not want to make a report, a loan fund for repaying hospital bills is available through the SASS office.

Less Immediate Medical Concerns. Schedule an appointment at Student Health in the Pickens Building. You can call SASS for someone to accompany you if you would like. The services available are: medical care, medication for pregnancy and sexually transmitted disease prevention, and super-confidential HIV counseling and testing. All services are covered by the student health fee, except for a minimal charge for the morning-after pill.

Counseling or Emotional Support. SASS provides basic crisis intervention (short term support), referrals to counselors on and off campus who have experience working with survivors, information sessions, and survivors' networks. Counseling and Psychological Services (CAPS), 660-1000, provides individual counseling/psychotherapy, referrals, and in some semesters, group counseling.

Safety and Law Enforcement. Duke Public Safety will respond on an emergency basis to provide transportation to the Emergency Department, take reports of an assault, investigate, and participate in the appropriate legal or judicial action. They are responsible for notifying the community in a case of continuing danger, and they can provide the equivalent of a restraining order on the Duke campus.

Legal or Judicial Options. Your options include pursuing criminal charges, civil charges, or a complaint under the Undergraduate Judicial Code (see page ??). SASS or RCD can provide initial information and serve as an advocate for you through any of these processes. In the case of a university hearing, sanctions for a guilty verdict include, but are not limited to, recommendation for counseling, disciplinary probation, suspension, expulsion, and other sanctions deemed appropriate by the hearing body.

Academic and Residential Life. After a crisis or assault, you may have concerns about security or feel a need to change your residence or your phone number. You also may need academic intervention (an excuse from class, an extension, or a leave of absence). SASS can help you identify the appropriate deans and can accompany you or help you to arrange a meeting to discuss your needs.

SUPPORT SERVICES FOR SURVIVORS OF DATING VIOLENCE

Overview. Most dating relationships are fun, supportive, and loving; however, some dating relationships are characterized by a cycle of emotional control and/or physical violence that one person in a relationship exercises over the other. Control and abuse are intentional behaviors that often begin with jealousy, chronic put-downs, forced or urged isolation from friends and family, intimidation, and threats. Stalking, physical abuse, and/or sexual abuse may follow. The physical abuse may involve weapons and it can include different kinds of sexual assault. Once abuse begins, it usually continues and escalates.

This kind of abuse occurs in all cultural, racial, and socioeconomic groups, as well as in lesbian or gay relationships. Both men and women can be victims as well as perpetrators, though the majority of victims are female and the majority of perpetrators are male.

If you need help because of a difficult, controlling, or abusive relationship, please contact any of the following resources:

Information, Advocacy, and Support. The victim advocate at Duke Public Safety and Duke's Office of Sexual Assault Support Services (SASS) can provide you with support, information about your options both on campus and off, and can serve as an advocate for you. The Orange/Durham Coalition for Battered Women is an off-campus resource also available to provide advocacy, information, and references. If a friend has

been abused, these same services are available to you in helping that friend. These services are free and confidential.

To page the victim advocate at Duke Public Safety, 24-hours a day, dial 970-6499, and at the prompt, enter your phone number and hang up (you don't need to make a formal report to Public Safety to do this). The advocate will call you back as soon as possible. You also can call the Victim Advocate's Office at 681-6691 or come by 402 Oregon Street.

To page the SASS coordinator, 24-hours a day, dial 970-2315, and at the prompt, enter your phone number and hang up. The coordinator will call you back as soon as possible. You also can call the Women's Center, 684-3897, or the SASS crisis line, 681-6882, or come by 126 Few Federation.

To reach the Orange/Durham Coalition for Battered Women, 24-hours a day, call Helpline, 683-8628, and ask to speak to an advocate from the coalition. Your number will be taken and the volunteer will call you back.

Duke Public Safety. Duke Public Safety, 911, will respond to emergencies by intervening in cases of assault, providing transportation to the Emergency Department, taking reports of an assault, and investigating and participating in the appropriate legal or judicial action.

Safe Space. If you need a safe and confidential place to go on a Friday or Saturday night between 11 P.M. and 7 A.M., Safe Haven, located in the Women's Center at 126 Few Fed, is open and staffed by trained student volunteers. They will assist you in contacting someone who can help. Additionally, to ensure one's safety, Duke Public Safety can issue a trespass order that requires a dangerous individual to stay away from campus or a particular area of campus.

Medical Concerns. For urgent and immediate medical concerns go directly to the Emergency Department (ED) at Duke Medical Center. You can call Public Safety, 684-2444 or 911, for transportation without having to make a report. For less urgent concerns you may go to the Student Infirmary in Duke South, 684-3367, or schedule an appointment at Student Health in the Pickens Building, 684-3180.

Counseling and Emotional Support. The victim advocate and SASS coordinator provide short-term support, information, advocacy, and referrals to counselors on and off campus who have experience working with survivors. Counseling and Psychological Services (CAPS), 660-1000, provides brief individual counseling/psychotherapy, referrals, and in some semesters, group counseling.

Legal and Judicial Options. You have many legal options including issuing protective orders and pursuing criminal or civil charges. You may also pursue charges under the Duke Judicial Code. For detailed information on all your options, contact Public Safety's victim advocate, 681-6691, or the SASS coordinator, 684-3897. For detailed information about Duke judicial options call the Student Development Office at 684-6313.

Academic and Residential Life. Being involved in an abusive relationship may interfere with your academic, social, and residential life. If you have concerns about security, feel a need to change your residence or your phone number, or you need academic intervention (an excuse from class, an extension, or a leave of absence), SASS can help you identify the appropriate deans and can accompany you or help you arrange a meeting to discuss your needs.

SASS Worksheet

SERVICE:	Sexual Assault Support Services	Public Safety	Emergency Department, Hospital	Student Development	Resident Advisors	Student Health (Pickens)	Academic Deans	Rape Crisis of Durham	Infirmiry	CAPS- Counseling	Durham Co. Health Dept.
24 Hour/Day Crisis Intervention	\$			1	1	1		\$	1	1	
24 Hour/Day Emergency Response	\$	\$	\$	\$	\$	1		\$	\$		
Confidentiality of Victim's Name	\$	\$		\$	\$	\$		\$	\$	\$	
Confidentiality of Situation	\$			\$				\$		\$	
Will Receive Anonymous Report	\$	\$						\$			
Medical Treatment	1		\$	1	1	\$		1	\$	1	
Criminal Investigation	1	\$		1				1			
University Judicial Investigation	1			\$			1				
Trespass From Campus	1	\$		1							
Community Notification of Danger	1	\$		\$	\$						
Evidence Collection Kit	1	1	\$					1			
Liaison with Off-Campus Police		\$						\$			
Discuss Academic Intervention	1			1	1		\$			1	
Transportation to Hospital	1	\$					1	1			
Loan Fund for Medical Expenses	\$	1		1	1			1			
Individual Psychotherapy	1			1	1		1	1		\$	
Group Therapy	1			1	1		1	1		\$	
Survivor's Networks/Support Groups	\$			1	1	1		\$	1	\$	
Support Through Criminal/Civil Court	\$	1					1	\$			
Information for Friends of Survivors	\$	1		1	1	1		\$	1	\$	
Programs on Sexual Violence	\$	\$		1	1	1		\$	1	1	
Programs on Security	1	\$		\$	1					1	
Safe Haven	\$	1		1	1	1			1	1	
Referral to Off-Campus Therapists	\$							\$		\$	
Anonymous HIV Testing				1	1	1		1	1	1	\$
Super-Confidential HIV Testing	1			1	1	\$			\$	1	
KEY:											
	\$										
	1										
	Provides Information on Services/Serves as Advocate through Process										

TRAFFIC REGULATIONS

Motor vehicles must be registered annually at the beginning of the fall semester or, if a vehicle is acquired later, within five days after bringing it to campus. During the first week of fall semester classes, registration will take place in the Bryan Center. All other registration takes place in the Parking Services Office, 402 Oregon Street, and at other places and times as announced. Students in the School of Medicine and other Medical Center programs, and residents of Trent Hall will all register through the Medical Center Traffic Office at places as announced. There is an annual parking fee, determined by location and status. Students must present their student identification card.

Upon registration of a motor vehicle, students will receive a copy of the university motor vehicle regulations. Operation of a motor vehicle on the campus is contingent upon compliance with these regulations.

All vehicles parked illegally, including bicycles, motor bikes, motor scooters, and motorcycles parked within the residential hall buildings, may be subject to towing.

USE OF QUADRANGLE SPACE

Reservations for the use of all quadrangle space must be directed to the manager of the Bryan Center. All events scheduled on quadrangles must be registered with the Office of University Life. Only in rare circumstances will the Chapel, academic, or main residential quadrangle areas be made available for events.

Recreational use of the aforementioned quadrangles, in addition to the East Campus main quadrangles, is prohibited. Such use includes, but is not limited to, football and volleyball games, organized frisbee competitions, etc. Students identified as participating in such activities will be referred to the Office of Student Development for possible disciplinary action.

VENDING AND ELECTRONIC GAMES (PIN-BALL, FOOSBALL, ETC.) EQUIPMENT

Only university-owned vending and electric game equipment is permitted in the residence halls. Living groups interested in renting this type of equipment should contact Duke University Vending Services, a service component of the Duke University Stores. Such equipment rented from sources outside the university is prohibited.

VIDEO CASSETTE RECORDERS

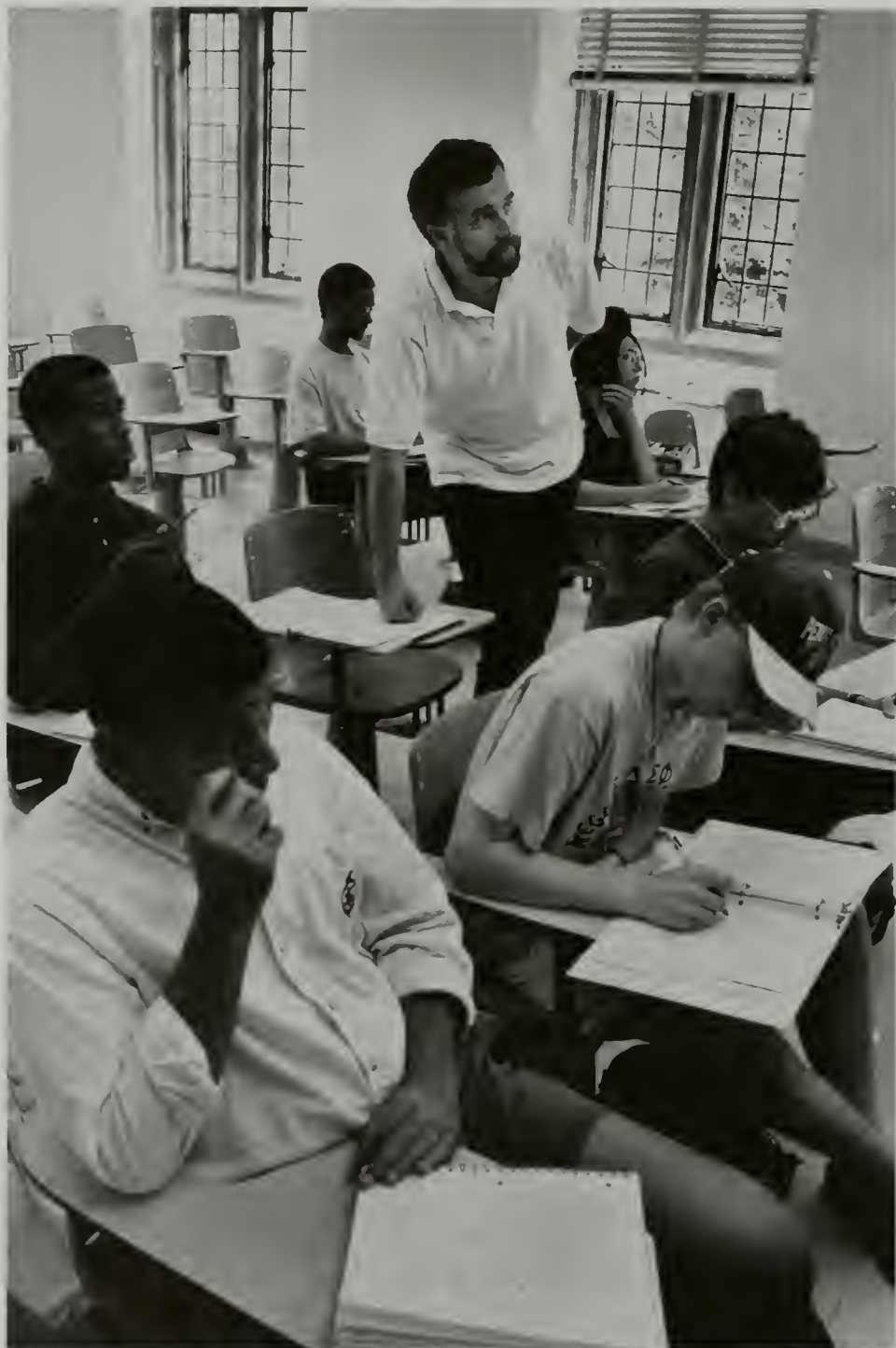
Students are advised that Federal copyright law restricts the use of videocassette recorders to private showings and prohibits their public performance.

POLICY ON NONDISCRIMINATION

Duke University does not discriminate on the basis of race, color, national origin, handicap, sexual orientation or preference, gender, or age in the administration of educational policies, admission policies, financial aid, employment, or any other university program or activity. The university admits qualified students to all the rights, privileges, programs, and activities generally accorded or made available to students.



Academic Honesty



Use and Acknowledgement of Sources

THE IMPORTANCE OF ACADEMIC INTEGRITY

Independent learning and the acceptance of individual responsibility are values which are highly regarded among undergraduates at Duke University. It is recognized that personal integrity, and the achievement of genuine scholarship in a community of mutual respect, depend upon the commitments of students as well as faculty to these ideals.

Independent learning sometimes involves one in an investigation of novel data or ideas, and in the formulation of original hypotheses. Yet for most college students, independent learning means the patient search for information, the sifting of criticism which others have published, and the use of this material in the statement and defense of their own conceptions and judgements. From the reading of books, periodicals, and other printed materials, research papers and original compositions are written in partial fulfillment of course requirements. It is therefore of importance that all students understand what is expected of them in using and acknowledging such source materials.

Some entering students may have given little, if any, thought to the issue of academic honesty, for they may have been permitted to copy word for word encyclopedias and other reference works without the use of quotation marks. More perhaps have become accustomed to paraphrasing other peoples' ideas without giving credit to whom credit is due. Some students, who have recognized such common forms of plagiarism and avoided them may have fallen into habits of writing which are nonetheless dishonest. A chief contributing factor is a careless manner of notetaking, in which a student's own comments become hopelessly entangled with the words and phrases copied from sources. When notes of this kind are used as a basis for a report, one usually is either unable to identify clearly the ideas which are not one's own, or else, since the sources are not open before him/her at the time of writing, one can easily suppose that no credit need be given. In this way essentially honest students can and do unwittingly undermine their own academic integrity, and that of the community of scholars to which they belong.

It is sometimes protested that educators are too scrupulous in this matter, that there are so many borderline cases as to make the maintenance of standards impracticable. Are not books written to be used by anyone who chooses to rely on them? Do not researchers publish their ideas for others to share? How is one able to distinguish clearly between privileged information and public or common knowledge? Yet thoughtful consideration will lead one to see why honesty is the *sine qua non* of scholarship, the essential binding principle of any sound academic community and why scrupulosity in this matter is necessary.

A scholar's contributions are his/her ideas and insights; these are their actual achievements. While in college he/she receives recognition for his/her ideas and skills in the form of grades and credit toward graduation and, in some cases, scholarship awards. After graduation, one may be offered fellowships for graduate study or job opportunities on the basis of these accomplishments. Such things are posited on the faith that a scholar's work and achievements are their own, and that one's record indicates accurately the extent to which the student is able to organize in his/her own way that knowledge which is important to the work he/she is fitted to do. Unless the evaluation of each student's accomplishment is based on his real abilities, on work actually done and rewards gained, the student's college record becomes a fraudulent document, and an unfair advantage is gained over other students whose scholarship is honestly represented. Among the many factors essential to the good life of a quality college, commitment to the value of academic integrity is crucial. Students assume individual responsibility in this matter; their failure to do so, for whatever cause, is especially lamentable.

The following is published to provide basic information on the subject. First, there is reproduced a definition of plagiarism which, by furnishing examples, illustrates the improper use of source material. The appendix is a statement written by the chairman of the Undergraduate Judicial Board.

A DEFINITION OF PLAGIARISM*

The academic counterpart of the bank embezzler and of the manufacturer who mislabels his product is the plagiarist, the student or scholar who leads his reader to believe that what he is reading is the original work of the writer when it is not. If it could be assumed that the distinction between plagiarism and honest use of sources is perfectly clear in everyone's mind, there would be no need for the explanation that follows: merely the warning with which this definition concludes would be enough. But it is apparent that sometimes people of good will draw the suspicion of guilt upon themselves (and, indeed, are guilty) simply because they are not aware of the illegitimacy of certain kinds of "borrowing" and of the procedures for correct identification of materials other than those gained through independent research and reflection.

The spectrum is a wide one. At one end there is a word-for-word copying of another's writing without enclosing the copied passage in quotation marks and identifying it in a footnote, *both* of which are necessary. (This includes, of course, the copying of all or any part of another student's paper.) It hardly seems possible that anyone of college age or more could do that without clear intent to deceive. At the other end there is the almost casual slipping in of a particularly apt term which one has come across in reading and which so admirably expresses one's opinion that one is tempted to make it personal property. Between these poles there are degrees and degrees, but they may be roughly placed in two groups. Close to outright and blatant deceit—but more the result, perhaps, of laziness than of bad intent—is the patching together of random jottings made in the course of reading, generally without careful identification of their sources, then woven into the text, the cement to hold the pieces together. Indicative of more effort and for that reason, somewhat closer to honesty, though still dishonest, is the paraphrase, an abbreviated (and often skillfully prepared) restatement of someone else's analysis or conclusion, without acknowledgement that another person's text has been the basis for the recapitulation.

The examples given below should make clear the dishonest and the proper use of source material. If instances occur which these examples do not seem to cover, conscience will in all likelihood be prepared to supply advice.

*From *The Logic and Rhetoric of Exposition*, Revised edition, by Harold C. Martin and Richard M. Ohmann, reprinted by permission of publisher, Holt, Rinehart and Winston, Inc., copyright 1963.

THE SOURCE

The importance of the Second Treatise of Government printed in this volume is such that without it we should miss some of the familiar features of our own government. It is safe to assert that the much criticized branch known as the Supreme Court obtained its being as the result of Locke's insistence upon the separation of powers, and that the combination of many powers in the hands of the executive under the New Deal has still to encounter opposition because it is contrary to the principles enunciated therein, the effect of which is not spent, though the relationship may not be consciously traced. Again we see the crystallizing force of Locke's writing. It renders explicit and adapts to the British politics of his day the trend and aim of writers from Languet and Bodin through Hooker and Grotius, to say nothing of the distant ancients, Aristotle and the Stoic school of natural law. It sums up magisterially the arguments used through the ages to attack authority vested in a single individual, but it does so from the particular point of view engendered by the Revolution of 1688 and is in harmony with the British scene and mental climate of the growing bourgeoisie of that age. Montesquieu and Rousseau, the framers of our own Declaration of Independence, and the statesmen (or should we say merchants and speculators?) who drew up the Constitution have re-echoed its claims for human liberty, for the separation of powers, for the sanctity of private property. In the hands of these it has been the quarry of liberal doctrines; and that it has served the Socialist theory of property based on labor is final proof of its breadth of view.

CHARLES L. SHERMAN,
"Introduction" to John Locke,

Treatise of Civil Government and A Letter Concerning Toleration.

1. WORD-FOR-WORD PLAGIARIZING

It is not hard to see the importance of the Second Treatise of Government to our own democracy. Without it we should miss some of the most familiar features of our own government. It is safe to assert that the much criticized branch known as the Supreme Court obtained its being as a result of Locke's insistence upon the separation of powers; and that the combination of many powers in the hands of the executive under the New Deal has still to encounter opposition because it is contrary to the principles enunciated therein, the effect of which is not spent, though the relationship may not be consciously traced. The framers of our own Declaration of Independence and the statesmen who drew up the Constitution have re-echoed its claims for human liberty, for the separation of powers, for the sanctity of private property. All these are marks of the influence of Locke's *Second Treatise* on our own way of life.

In this example, after composing half of a first sentence, the writer copies exactly what is in the original text, leaving out the center section of the paragraph and omitting the names of Montesquieu and Rousseau where the text is taken up again. The last sentence is also the writer's own.

If the writer had enclosed all the copied text in quotations marks and had identified the source in a footnote, the writer would not have been liable to the charge of plagiarism; a reader might justifiably have felt, however, that the writer's personal contribution to the discussion was not very significant.

2. THE MOSAIC

The crystallizing force of Locke's writing may be seen in the effect his *Second Treatise of Government* had in shaping some of the familiar features of our own government. That much criticized branch known as the Supreme Court and the combination of many powers in the hands of the executive under the New Deal are modern examples. But even the foundations of our state—the Declaration of Independence and the Constitution—have re-echoed its claims for human liberty, for the separation of powers, for the sanctity of private property. True, the influence of others is also marked in our Constitution—from the trend and aim of writers like Languet and Bodin, Hooker and Grotius, to say nothing of Aristotle and the Stoic school of natural law; but the fundamental influence is Locke's *Treatise*, the very quarry of liberal doctrines.

Note how the following phrases have been lifted out of the original text and moved into new patterns:

crystallizing force of Locke's writing
some of the familiar features of our own government
much criticized branch known as the Supreme Court
combination of many powers in the hands of the executive under the New Deal
have re-echoed its claims for human liberty . . . property
from the trend and aim . . . Grotius
to say nothing of Aristotle and . . . natural law
quarry of liberal doctrines

As in the first example, there is really no way of legitimizing such a procedure. To put every stolen phrase within quotation marks would produce an almost unreadable, and quite worthless, text.

3. THE PARAPHRASE

Paraphrase: Many fundamental aspects of our own government are
Original: Many familiar features of our own government are
apparent in the *Second Treatise of Government*. One can safely
apparent in the *Second Treatise of Government*. It is safe to
say that the oft-censured Supreme Court really owes its existence
assert that the much criticized . . . Court obtained its being as
to the Lockean demand that powers in government be kept
a result of Locke's insistence upon the separation of powers;
separate; equally one can say that the allocation of varied
and that the combination of many powers
the New Deal has still to encounter opposition because it is
New Deal has still to encounter opposition because it is
contrary to the principles enunciated therein . . . Once more it
contrary to the principles enunciated herein . . . Again we see
it is possible to note the way in which Locke's writing clarified
the crystallizing force of Locke's writing.
existing opinion.

The foregoing interlinear presentation shows clearly how the writer has simply traveled along with the original text, substituting approximately equivalent terms except where understanding fails him, as it does with "crystallizing," or where the ambiguity of the original is too great a tax on his ingenuity for him to proceed, as it is with "to encounter opposition . . . consciously traced" in the original.

Such a procedure as the one shown in this example has its uses; for one thing, it is valuable for the student's own understanding of the passage; and it may be valuable for the reader as well. How, then, may it be properly used? The procedure is simple. The writer might begin the second sentence with: "As Sherman notes in the introduction to his edition of the *Treatise*, one can safely say . . ." and conclude the paraphrased passage with a footnote giving the additional identification necessary. Or the writer might indicate directly the exact nature of what he/she is doing, in this fashion: "To paraphrase Sherman's comment . . ." and conclude that also with a footnote indicator.

In point of fact, this source does not particularly lend itself to honest paraphrase, with the exception of that one sentence which the paraphraser above copied without change except for abridgment. The purpose of paraphrase should be to simplify or to throw a new and significant light on a text; it requires much skill if it is to be honestly used and should rarely be resorted to by the student except for the purpose, as was suggested above, of personal enlightenment.

4. THE "APT" TERM

The *Second Treatise of Government* is a veritable quarry of liberal doctrines. In it the crystallizing force of Locke's writing is markedly apparent. The cause of human liberty, the principle of separation of powers, and the inviolability of private property—all three major dogmas of American constitutionalism—owe their presence in our Constitution in large part to the remarkable *Treatise* which first appeared around 1685 and was destined to spark within three years, a revolution in the land of its author's birth, and ninety years later, another revolution against that land.

Here the writer has not been able to resist the appropriation of two striking terms—"quarry of liberal doctrines" and "crystallizing force"; a perfectly proper use of the terms would have required only the addition of a phrase: The *Second Treatise of Government* is, to use Sherman's suggestive expression, a "quarry of liberal doctrines." In it the "crystallizing force"—the term again is Sherman's—of Locke's writing is markedly apparent . . .

Other phrases in the text above—"the cause of human liberty," "the principle of the separation of powers," "the inviolability of private property"—are clearly drawn di-

rectly from the original source but are so much matters in the public domain, so to speak, that no one could reasonably object to their reuse in this fashion.

Since one of the principal aims of a college education is the development of intellectual honesty, it is obvious that plagiarism is a particularly serious offense, and the punishment for it is commensurately severe. What a penalized student suffers can never really be known by anyone but the student; what the student who plagiarizes and "gets away with it" suffers is less public and probably leaves a mark on him or her as well as on the institution of which he is a member.

STATEMENT BY THE CHAIRMAN OF THE UNDERGRADUATE JUDICIAL BOARD

Duke University, as a community of scholars, strongly relies upon the standard of academic integrity. Plagiarism and other forms of academic dishonesty represent a corruption of this integrity and, as such, cannot be tolerated within the community.

The Undergraduate Judicial Board actively affirms the requirement that every undergraduate student at Duke read and understand the "Statement on Academic Honesty." This statement provides a definitive explication of what is required, in terms of academic honesty, of each student in the community. It has been the sad experience of the board that many cases of academic dishonesty are the result of ignorance as to what exactly constitutes this dishonesty. We firmly urge that each student refer to the statement whenever there is any question about matters of academic honesty. This small investment in time almost certainly outweighs the possibility of badly damaging one's academic career through ignorance or carelessness.

Ignorance of what constitutes academic dishonesty is no excuse for actions which violate the integrity of the community. The board must view any offense of academic dishonesty with the utmost gravity and will determine sanctions commensurate with the severity of the violation. In a community which builds on the notion of academic integrity, the threat of academic dishonesty represents an intolerable risk.

Appendices



Appendix A

LICENSE TO OCCUPY RESIDENCE HALL SPACE

FULL NAME: _____
(first) (middle) (last) (social security number)

HOME ADDRESS: _____

ACADEMIC YEAR 1995-96 or SPRING 1996

DUKE UNIVERSITY HEREBY LICENSES THE UNDERSIGNED TO OCCUPY A RESIDENCE HALL SPACE FOR THE ACADEMIC YEAR INDICATED DURING THE PERIODS WHEN RESIDENCE HALLS ARE OFFICIALLY OPEN FOR OCCUPANCY BY LICENSED STUDENTS. THE OFFICIAL OPENING AND CLOSING DATES OF RESIDENCE HALLS AND RECESS PERIODS DURING THE YEAR WHEN RESIDENCE HALLS ARE NOT OPEN FOR OCCUPANCY ARE PUBLISHED BY THE DEPARTMENT OF HOUSING MANAGEMENT. THIS LICENSE AUTOMATICALLY TERMINATES IF THE STUDENT OFFICIALLY WITHDRAWS, GRADUATES, OR CEASES FOR ANY REASON TO BE A FULL-TIME STUDENT.

I have read the accompanying Terms under which I may occupy residence hall space, and I understand that my continued occupancy is conditional upon my compliance with these Terms and all applicable University Regulations. If I violate these Terms or regulations, the University may revoke this License and may refuse to license me for any occupancy period subsequent to the one provided in this License. I further understand that the Terms of this Agreement and University Regulations are subject to reasonable changes and that, provided I have been notified of such changes, the University may revoke this License should I violate any Term or Regulation in effect during my occupancy under this License.

Nothing in this License shall be interpreted as relief from the responsibility to comply with federal, state, and local law; and violation of any applicable law may be reason for revocation of this License.

In consideration of this License, I agree to pay the University according to the schedule of payments for the type of room I occupy as approved by Duke University, a copy of which has been furnished. I understand that, in the event the University revokes this License because I have violated the Terms of this Agreement or University Regulations, I must vacate the room I am occupying immediately and the University shall not refund any portion of the payment made for the semester in progress. In the event I officially withdraw, graduate, or cease for any reason to be a full-time student, I agree to vacate the residence hall within forty-eight (48) hours. I understand that I will be charged for housing based on the number of days I have occupied a space and will receive a refund for any amount I have paid for housing beyond the time of my departure. The number of days I have occupied the space will be determined according to the date Housing Management inspects the room and confirms that my space has been vacated.

(for Duke University) (Date)

(Signature of Student) (Date)

Space Requested and Reserved

SPACE RESERVED:

(room number)

(house)

ROOM DESCRIPTION:

Type of Room: Single _____ Double _____ Triple _____ Single as Double* _____ Double as Triple* _____

Revised 3/95

TERMS UNDER WHICH DUKE UNIVERSITY LICENSES OCCUPANCY OF RESIDENCE HALL SPACE

The purpose of these Terms is to establish understanding among students who reside in Duke University's residence halls and between these students and the University with regard to use of residential facilities. These Terms are an integral part of the License and are enforceable as covenants and conditions of the License. Any violation of the Terms could lead to revocation of this License and/or disciplinary action. Occupants are responsible for the actions of their guests.

These Terms apply only during periods when the Residence Halls are officially open for occupancy by licensed students. A student in the Residence Halls at any other time may be trespassed from the premises.

I. ELIGIBILITY

Rooms in the Residence Halls are available for assignment to full-time Duke University students who are working towards a degree. Students who withdraw from school, take a leave of absence, or move off-campus must vacate the room within forty-eight (48) hours from the date of such withdrawal, leave, or move.

II. PAYMENTS, RETENTION OF PAYMENTS, AND TERMINATION OF LICENSE

- A. Students pay for their License on a semester basis. Payments are to be made to the Office of the Bursar in accordance with established terms of that Office.

*Undergraduate students assigned to single rooms converted for double occupancy and double rooms for triple occupancy may be moved to normal single or double rooms to improve student living conditions and to ensure better use of facilities. The student will be financially responsible for the announced rate for a normal single or double room as applicable. Vacancies occurring in single rooms used as doubles or in double rooms used as triples will make that (those) remaining occupant(s) financially responsible for the announced rate for a single or double room as applicable for the remainder of the term of the license.

- B. A one hundred dollar (\$100) Residential Deposit must be paid by each new student upon admission to the University. While a student lives in university housing, it is understood and agreed that his/her Residential Deposit shall not be applied to fees. Upon permanently vacating University housing, Duke shall, within ninety (90) days, refund said deposit, less any outstanding fees incurred in accordance with the established University policy. Charges for damages in excess of the Residential Deposit shall be assessed to the student. The Residential Deposit will not be refunded after residential space is reserved to new students who fail to matriculate. Any currently enrolled student will receive a refund of the Residential Deposit if written cancellation is received by the Office of Student Development by April 26 for the fall semester and by November 1 for the spring semester.
- C. Each resident is required to obtain a Duke Card and a room key at the time of his/her occupancy. The room key must be returned to the appropriate Service Office within forty-eight (48) hours of vacating the assigned space. Failure to return the key within the 48 hour time period will result in a charge to the student's Bursar's account.
- D. Students may cancel fall housing assignments in order to move off campus through June 30, 1995. No penalty is assessed for students submitting written notice to cancel prior to the last day of spring semester classes. Students submitting cancellation requests after the last day of spring semester classes will forfeit the \$100 residential deposit and the four-year housing guarantee. Beginning July 1, 1995, students may not cancel and move off campus and are responsible for the entire fall semester rent.
- E. Students may cancel spring housing assignments in order to move off campus through December 1, 1995. No penalty is assessed for students submitting written notice to cancel prior to November 1, 1995. Students submitting cancellation requests after November 1, 1995, will forfeit the \$100 residential deposit and the four-year housing guarantee. Beginning December 2, 1995, students may not cancel and move off campus and are responsible for the entire spring semester rent.
- F. An undergraduate student who is seeking release from a residence hall license must notify the Office of Student Development in writing. Students released from their housing licenses after the period of occupancy has begun will be entitled to a refund of the unused rent. The amount of the unused rent is determined by the date of written notification to the Office of Student Development or the date of vacating the residence hall, whichever is later. In any case, a minimum of \$50 will be retained by Department of Housing Management.

III. RESERVATION, ASSIGNMENT, AND ROOM CHANGE PROCEDURES

- A. The License will not be effective unless accompanied by a signed Food Contract for the same academic year.
- B. Reservations for preregistered upperclass students who have paid Residential Deposits will be made in accordance with procedures announced by the Office of Student Development. Every effort will be made to assign students in accordance with their preferences; however, the Dean or designee reserves the right to make or change final room assignments if in his/her judgment such reassignments are necessary.
- C. Exchange or transfer of rooms by students may be made only by the following procedure: (1) approval of room change by the Office of Student Development, (2) official inspection of vacated room by the Department of Housing Management, (3) change of keys in appropriate Service Office. In all of the above, the student(s) seeking the change is (are) responsible for making appointments and arrangements. Any unofficial room change may lead to revocation of this License and will

not relieve the student(s) involved of the obligation to pay for occupancy, damages, and other costs for the officially assigned room.

- D. Vacancies existing in rooms will be filled by the Office of Student Development.
- E. While the majority of problems incurred between or among roommates can be resolved by the students with or without assistance, there are cases in which a stalemate occurs. The Office of Student Development will, in those cases, reserve the right to convene an arbitration board to resolve the problem. The decision of the board is final.
- F. Undergraduate students assigned to single rooms converted for double occupancy and double rooms converted for triple occupancy may be moved to single or double rooms to improve student living conditions and to ensure better use of facilities. The student will be financially responsible for the announced rate for a single or double room as applicable for the remainder of the term of the License.
- G. Vacancies occurring in single rooms used as doubles or in double rooms used as triples will make the (those) remaining occupant(s) financially responsible for the announced rate for a single or double room as applicable for the remainder of the term of the License.

IV. PROCEDURES, MAINTENANCE, STORAGE, AND DAMAGES

- A. Maintenance will be performed normally on a routine basis; however, corrective, emergency, and preventive maintenance will be assigned as necessary.
- B. The University retains the right to enter the premises without the resident being present to carry out maintenance tasks, to conduct inspections regarding availability of space, and to take care of emergency or any equipment failure which is causing damage or hazard to property or persons. Entry into the room for other reasons will be made during reasonable hours with notice to the assigned occupants.
- C. The Department of Housing Management cleans each room prior to occupancy. Thereafter it is the responsibility of the resident(s) to clean the room. The room is expected to be left in a clean condition by the vacating resident(s). If a room requires extraordinary cleaning after occupancy, the cost will be charged to the resident(s). Housekeeping services will be provided on weekdays during the academic year (excluding holidays) only in common areas of the residence halls. The cost of extraordinary cleaning resulting from a living group's activities will be charged to the living group.
- D. The University is not liable for damage or loss of personal property. Because the University does not provide insurance, occupants are encouraged to provide their own personal property insurance.
- E. The University is not liable for the failure or interruption of utilities (including air-conditioning in those residential facilities in which air conditioning units have been installed) or for damages resulting from failure or interruption of utilities or equipment. Residents are not entitled to any compensation or abatement of rent.
- F. Use of nails, screws, tacks, or adhesives which damage walls, furniture, or fixtures is prohibited. Advice on nondamaging ways of hanging artwork and other items is available from Housing Management.
- G. Buildings, building equipment, and furniture repairs or replacements necessitated by damage beyond normal wear and tear will be billed to the appropriate student(s) or living group in accordance with official procedures published by Housing Management. At the end of each academic year, outstanding living group charges will be divided equally among the group's members and charged to their student ledgers.

- H. The assigned occupant(s) is (are) responsible for reporting to Housing Management defects or damages found in a room within five working days after occupancy. (Forms are provided for the initial inspection by the Department of Housing Management.) The resident(s) of a room will be charged for any damages or modifications found in the room after occupancy unless previously noted on the inspection form.
- I. Each bedroom is equipped with furniture by the Department of Housing Management. The resident(s) of a room will be charged for any furniture missing from that room. Personal furniture may be added to the room by a resident provided all residents of that room consent and the furniture is removed by the residents at the end of occupancy. Costs for removing any remaining personal furniture will be charged to the residents.
- J. Students are collectively responsible for care of public areas including furnishings and equipment. Commons furniture owned by Duke University Housing Management may not be removed from its intended location. Anyone doing so may be charged with theft under the Judicial Code. Commons furniture found in bedrooms may be removed by university personnel at the expense of the occupant(s).
- K. Resident students may place empty trunks, luggage, and specialized packing cartons (e.g., stereo boxes) in storage rooms during the effective period of the license at no charge. The University takes no responsibility for the items stored or their contents. Procedures for storage on a fee basis are available from the Department of Housing Management.
- L. Non-University property left in rooms after the license period terminates will be disposed of at the discretion of Housing Management.

V. TERMS AFFECTING RIGHTS, ORDER, HEALTH, AND SAFETY

The following Terms are designed to protect the health and safety and to provide for the comfort and privacy of all students who are licensed to occupy residence hall space. In addition to the following specific Terms, any conduct which reflects a serious disregard for the rights, health, security, and safety of other occupants of the residence halls will be regarded as a violation of the License. Every effort will be made to assign students in accordance with their preferences. However, the Office of Student Development reserves the right to make or change final room assignments if in his/her judgment such reassignments are necessary.

- A. Students are entitled to privacy in their assigned rooms as set forth in the University Privacy Policy published in the *Bulletin of Information and Regulations*. Sanitary or safety inspections may be conducted by government officials without notice in accordance with the General Statutes of North Carolina and city and county ordinances. When the residence halls are officially closed during Christmas recess, inspection of rooms will be made by University officials to ensure that no fire or other hazards exist. Hazardous items will be removed and the student(s) involved will be notified when the buildings are officially opened.
- B. The unofficial use or possession of residence hall keys, including possession of master keys or keys other than those assigned to the student, is prohibited. Keys are not transferable; switching keys with other students is prohibited.
- C. Propping open outside residence hall doors or in any way tampering with the security system of the residence hall is prohibited.
- D. Lost/stolen DukeCards must be reported immediately to the DukeCard Office and a replacement can be obtained. Lost/stolen keys must be reported immediately to the appropriate Service Office and a replacement key obtained. A lost/stolen key will result in a charge to the student's Bursar's account. The bedroom door lock will be changed if the resident is unable to present the lost/stolen key to the Service Office within two weeks.
- E. Except in case of fire, firefighting equipment and alarms shall not be tampered with and shall remain in place. Residents must comply with all fire drills and fire regulations. Fires must be reported to Public Safety and Housing Management.

- F. Personally owned air-conditioning and heating equipment is not permitted in residence hall areas. Compliance with any existing university energy conservation policy is required.
- G. Tampering with electrical wiring, including, but not limited to, the installation of direct wired ceiling fans and dimmer switches, is prohibited.
- H. Locks and plumbing are not to be tampered with or changed by occupants.
- I. Damage caused by electrical appliances which are not owned by Duke University is the responsibility of the resident(s).
- J. Waterbeds are prohibited.
- K. In accordance with North Carolina General Statute 14-269.2, no firearms, explosives, fireworks, highly inflammable materials, or any articles which may be used as offensive weapons may be in the residence halls or on the campus. This includes knives, slingshots, clubs, mace, pellet guns, rifles, BB guns, and all firearms and items of like kind.
- L. Animals, including, but not limited to, birds and reptiles, are not allowed in or around the residence halls even for short periods. An extermination, at the resident's expense, will be done if an animal enters the residence halls. Fish are allowed provided they are kept in an aquarium no larger than 25 gallons, the container is cleaned regularly, and no illegal species are kept.
- M. No personal effects may be left in the hallways, stairwells, or common areas of the residence halls; any personal effects so found will be disposed of at the discretion of the Department of Housing Management.
- N. Selling or soliciting in the residence halls, by residents or outsiders, that is either commercial or unrelated to university objectives or activities is prohibited.
- O. A room may be occupied only by the student holding a License for that room. This License may not be transferred by the student to another person. Guests are permitted in student's rooms and common areas for reasonable periods of time subject to the consent of each resident of a room and the specified residence hall visitation policies for each residential unit.
- P. Motor vehicles may not be stored or maintained at any time in any residence hall area. Bicycles may be retained by the owner in his or her assigned bedroom space, but may not be stored in commons, baths, corridors, entrances, or other residence hall spaces. Motor vehicles and bicycles in unauthorized areas will be removed. Students will be required to pay removal fees in order to recover such vehicles. The University assumes no responsibility for damage to such vehicles or devices used to secure them.
- Q. Access to roofs and attic space is forbidden.
- R. Boisterous conduct in violation of the University noise policy is prohibited. Occupants are responsible for the conduct of guests, and any violation of University rules and regulations by a guest shall constitute a violation of same by occupants. Occupants not present during violations will still be held accountable.
- S. Candles or other open flame devices are strictly forbidden for use inside University facilities except during official religious ceremonies such as the observance of the holiday of Chanukah. Those individuals wishing to utilize candles in observance of a religious holiday should contact OESO-Campus Fire & Safety Division to obtain information concerning fire prevention.
- T. Platforms, partitions, or similar structures may not be erected anywhere in the residence halls by students or living groups without the written approval of the Director of Housing Management or designee. Lofts may be erected only if a loft permit is completed and returned to the appropriate Service Office.
- U. Cable television on the Duke Network is provided in the commons room of each living group. Connecting televisions in bedrooms to the commons room cable or otherwise tampering with the cable is prohibited.
- V. In accordance with the North Carolina State Fire Prevention Code, use of portable charcoal, gas, and electric grills within 10 feet of residence halls is prohibited.

Student Development, Revised 3/95

**DUKE UNIVERSITY LICENSE FOR UNDERGRADUATE STUDENTS TO
OCCUPY SPACE IN CENTRAL CAMPUS FACILITIES**

NAME: _____ SS #: _____

HOME ADDRESS: _____

ASSIGNED LOCATION: _____

PERIOD: from noon _____ to noon _____

Duke University hereby licenses the undersigned to occupy space in the above indicated location and period, subject to the Rules, Regulations, and Other Terms of this Licensing Agreement and all applicable University Regulations. Due to the economics of operating these units, this License will not be revoked to permit students to move to other University housing facilities or to move off campus. *This license automatically terminates if the student officially withdraws, graduates, or ceases for any reason to be a full-time student.*

I have read the Rules, Regulations, and Other Terms of this Agreement, a copy of which has been furnished, under which I may occupy space in University housing and I understand that my continued occupancy is conditional upon my compliance with these terms and all applicable University Regulations. (Attention is especially directed to Part III of the Rules, Regulations, and Other Terms.) If I violate any of these Rules, Regulations, and Other Terms, the University may revoke this License and may refuse to license me for any occupancy period subsequent to the one provided in this License. I further understand that the Rules, Regulations, and Other Terms of this Agreement and University Regulations are subject to reasonable changes. If I have been notified of such changes, the University may revoke this License should I violate any Rules, Regulations, or Other Terms in effect during my occupancy under this License.

Nothing in this License shall be interpreted as relief from the duty to comply with federal, state, and local law, and violation of any applicable law may be reason for revocation of this License.

In consideration of this License, I agree to pay the University according to the schedule of payments for the type of space I occupy as approved by Duke University, a copy of which has been furnished. I understand that, in the event the University revokes this License because I have violated any of the Rules, Regulations, or Other Terms of this Agreement or University Regulations, I must vacate the space I am occupying immediately and the University shall not refund any portion of the payment made for the semester in progress. In the event I officially withdraw, graduate, or cease for any reason to be a full-time student, I agree to vacate the space I am occupying within forty-eight (48) hours. I understand that I will be charged for housing based on the number of days I have occupied that space and will receive a refund for any amount I have paid for housing beyond the time of my departure. The number of days I have occupied the space will be determined according to the date Housing Management inspects the apartment and confirms that my space has been vacated.

(for Duke University)

(Signature of Student)

Date

Date

RULES, REGULATIONS, AND OTHER TERMS FORMING A PART OF THE LICENSE OF CENTRAL CAMPUS APARTMENTS

The purpose of these Terms is to establish a mutual understanding among students and the University with regard to use of facilities in the Central Campus Apartments. These Rules, Regulations, and Other Terms are an integral part of this License and are enforceable as covenants and conditions of the License. For further information please refer to the Central Campus Handbook.

I. ELIGIBILITY

Units in the facilities are available for assignment to full-time Duke University students who are working towards a degree. Students who withdraw from school or take a leave of absence must vacate the apartment within forty-eight (48) hours from date of such withdrawal or leave.

II. PAYMENTS:

- A. **Residential Deposits.** Unless previously paid, a student who wishes to reserve a unit in Central Campus Apartments, must submit a Residential Deposit of one hundred dollars (\$100) to the Office of Student Development. While a student lives in University housing, it is understood and agreed that his/her Residential Deposit shall not be applied to housing fees. Upon termination of this License and vacating University housing, Duke shall, within ninety (90) days, refund said deposit, less any outstanding fees incurred, in accordance with the established University policy. Charges for damages in excess of the Residential Deposit shall be assessed to the student. The Residential Deposit will not be refunded after an assignment has been made to students who cancel their assignments, forfeit their assignments, or fail to occupy the residential space except as noted below in Section III(I) and (J).
- B. **Keys.** Each resident of a housing unit is required to obtain one key to the unit and one mailbox key at the time of his/her occupancy. The keys must be returned within forty-eight (48) hours of vacating the assigned space. Failure to return the keys within the 48 hour period will result in a charge to the student's bursar's account.
- C. **Housing Fees.** Payments for housing are to be made to the Office of the Bursar before occupancy in accordance with established terms of that office. Payments are to be made on a semester basis.

III. RESERVATION, ASSIGNMENT, SPACE CHANGE, AND CANCELLATION PROCEDURES

- A. Students applying for spaces in Central Campus Apartments who have paid the required residential deposit will be assigned to the apartments by lottery. Undergraduate students who are presently living in University housing will be assigned to apartments in accordance with procedures published by the Office of Student Development.
- B. The number of students to be assigned to various types of units is established by the Department of Housing Management.
- C. Every effort will be made to assign the students in accordance with their preferences. Because this is not always possible, the Office of Student Development retains the authority to make final space assignments.
- D. While the majority of problems incurred between or among roommates can be resolved by the students, with or without assistance, there are cases in which a stalemate occurs. The Office of Student Development will, in those cases, reserve the right to convene an arbitration board to resolve the problem. The decision of the Board is final.
- E. The exchange or transfer of apartments may be made only upon approval by the Office of Student Development. It is the responsibility of a student vacating

- E. The exchange or transfer of apartments may be made only upon approval by the Office of Student Development. It is the responsibility of a student vacating space or exchanging apartments to make the apartment ready for the new tenant. The space to be vacated will be inspected by a representative of Housing Management to relieve the vacating student of financial responsibility for damage occurring after the student vacates. Any unofficial apartment change may be reason for revocation of this license and will not relieve the student(s) involved of the obligation to pay occupancy, damage, and other costs for the assigned space.
- F. The Office of Student Development makes no effort to assign individual bedroom space within each unit. That responsibility is left to the assigned occupants.
- G. Units shall not be occupied in whole or in part by any person other than those regularly assigned by the Office of Student Development. Occupants may not sublet assigned space. Guests are permitted for short periods only, provided all residents of that unit consent.
- H. The Office of Student Development reserves the right to change space assignments if in his/her judgment such change(s) is (are) necessary. This includes relocating a resident from his or her apartment, where there is a vacancy, to another apartment which has a vacancy in order to free a whole apartment for a pair of roommates.
- I. Students may cancel fall housing assignments in order to move off campus through June 30, 1995. No penalty is assessed for students submitting written notice to cancel prior to the last day of spring semester classes. Students submitting cancellation requests after the last day of spring semester classes will forfeit the \$100 residential deposits and the four-year housing guarantee. Beginning July 1, 1995, students may not cancel and move off campus and are responsible for the entire fall semester rent.
- J. Students may cancel spring housing assignments in order to move off campus through December 1, 1995. No penalty is assessed for students submitting written notice to cancel prior to November 1, 1995. Students submitting cancellation requests after November 1, 1995, will forfeit the \$100 residential deposit and the four-year housing guarantee. Beginning December 2, 1995, students may not cancel and move off campus and are responsible for the entire spring semester rent.

IV. PROCEDURES, MAINTENANCE, STORAGE, AND DAMAGE

- A. Maintenance to buildings, fixtures, utilities, equipment, furniture, and furnishings will be performed on a routine basis; however, corrective emergency and preventive work will be performed as necessary.
- B. Prior to occupancy, the Department of Housing Management will clean each vacant unit and will correct deficiencies. An inspection form will be made available for each apartment. Each assigned student should note on the form the condition of the apartment and furnishings at the time of occupancy to prevent misunderstandings. Instructions on the form must be followed.
- C. Occupants shall maintain the demised premises, the furnishings and equipment therein in good condition and shall be responsible for all broken windows and door glass, the failure of plumbing or equipment caused by misuse and other damage beyond normal wear and tear. In such cases, occupants shall be assessed the cost of materials and labor as invoiced by the Department of Housing Management for repairs, replacements, or reassembly. The Department of Housing Management shall have routine maintenance performed and agrees to make such repairs as may be rendered necessary insofar

occupant(s). No alteration, addition, or painting may be conducted within the premises by the occupant(s).

- D. Locks and plumbing are not to be tampered with or changed by residents. Additional locks may not be installed.
- E. The University retains the right to enter the premises without the tenant being present for the following reasons: (1) to take care of an emergency or failure of equipment which is causing damage or hazard to property or persons, (2) to conduct inspections to determine availability of space, (3) to carry out routine maintenance, and (4) to ensure that the furnace has been left on and that the thermostats have not been set below 50° during the break between the fall and spring semesters. Furnaces that have been turned off will be turned on and thermostats will be set at 50 degrees by the Department of Housing Management. Entry into the apartment for other reasons will be made during reasonable hours with notice to the assigned occupant(s).
- F. Non-Duke University Housing Management property left in apartments after the license period terminates will be disposed of at the discretion of Housing Management.
- G. The unofficial use or possession of apartment keys, including possession of master keys or keys other than those assigned to the student, is prohibited.
- H. Lost/stolen keys must be reported immediately to the Central Campus Service Office and a replacement key must be obtained. A lost/stolen key will result in a charge to the student's Bursar's account. The lock(s) to the apartment will be changed if the resident is unable to present the lost/stolen key to the Central Campus Service Office within two weeks.
- I. The University is not liable for damage or loss of personal property. Because the University does not provide insurance, occupants are encouraged to provide their own personal property insurance.
- J. The University is not liable for damage, failure, or interruption of utilities. Interruption or curtailment of such services will not entitle the resident to any compensation or abatement of rent.
- K. Furniture or equipment owned by Duke University Housing Management placed in the unit may not be removed from the unit.
- L. Pianos, washing machines, dryers, dishwashers, radio transmitters, external radio or television antennas, and waterbeds are not authorized in these units.
- M. Use of screws, hooks, decals, and adhesive on walls, furniture, or fixtures is prohibited. Small picture hanging nails provided by the Central Campus Service may be used; however, heavy items may not be hung.
- N. Washing of cars in the Central Campus area is prohibited.
- O. No dusting or shaking of mops, brooms, or other cleaning material from the windows, doors, and balconies is permitted.
- P. No fences may be put up around the apartments.
- Q. Outside clotheslines are prohibited.
- R. Access to roofs and attic spaces is prohibited.

V. TERMS AFFECTING RIGHTS, ORDER, HEALTH, AND SAFETY

The following terms are designated to protect the health and safety and to provide for the comfort and privacy of all students who are contracted to occupy units in the Central Campus Apartments. In addition to the Rules, Regulations, and other Terms, any conduct which reflects a serious disregard for the rights, health, security, and safety of other residents will be regarded as a violation of the License.

- A. Combustible materials shall not be stored on the premises. Empty boxes, trash, and other combustibles shall not be stored outside of Central Campus Apartments or Town House Apartments.
- B. Sidewalks, stairways, and entryways must not be used for purposes other than ingress or egress. Bicycles must not be left in these areas or other locations where they may cause harm to persons or groundskeeping equipment. Motorcycles must be parked in parking lots.
- C. Nothing shall be hung from balconies, porches, gutters, or stairwells.
- D. In accordance with North Carolina General Statute 14-269.2, no firearms, explosives, fireworks, highly inflammable materials, or any articles which may be used as offensive weapons may be in the Central Campus facilities. This includes slingshots, clubs, mace, pellet guns, rifles, BB guns, and all firearms and items of like kind.
- E. Tampering with electrical wiring, including but not limited to the installation of direct-wired ceiling fans and dimmer switches, is prohibited.
- F. Delivery trucks, automobiles, motorcycles, scooters, and minibikes will not be permitted on lawns and walkways, patios, or stairwells. These vehicles must be parked in legal parking spaces. Motorcycles, scooters, and minibikes may not be stored in the apartment.
- G. Animals, including but not limited to birds and reptiles, shall not be taken into or kept in or about the units. An extermination, at the resident's expense, will be done if an animal enters the apartment. Fish are allowed provided they are kept in an aquarium no larger than 25 gallons, the container is cleaned regularly, and no illegal species are kept.
- H. Residents shall maintain the areas adjacent to their apartments in a neat and orderly condition. No refuse, loose paper, cans, bottles, etc. shall be permitted to accumulate around the dwelling units. Any packing cases, barrels, or boxes used in moving must be removed by the occupants who are moving. Bulk refuse containers are located throughout the complex.
- I. Campers, trailers, boats, or similar units may not be parked in the parking lots or other areas at the Central Campus Apartments.
- J. Candles or other open flames are strictly forbidden for use inside University facilities except during official religious ceremonies such as the observance of the holiday of Chanukah. Those individuals wishing to utilize candles in observance of a religious holiday should contact OESO-Campus Fire & Safety Division to obtain information concerning fire prevention.
- K. Any student residing in the apartments who contracts an infectious or contagious disease should immediately report this to the Office of Student Development.
- L. Selling or soliciting on the premises of University housing by residents or outsiders, that is either commercial or unrelated to University objectives or activities, is prohibited.
- M. The apartment must be kept in good order and in a sanitary condition.
- N. Laundry rooms will not be used for storage of personal effects, bicycles or the like. The University is not responsible for clothing lost or stolen from Central Campus laundries.
- O. All users of the Central Campus pool must observe swimming pool regulations published by Housing Management. All persons use the pool at their own risk.
- P. Boisterous conduct in violation of the University noise policy is prohibited. Occupants are responsible for the conduct of their guests, and any violation of these Rules and Regulations by a guest shall constitute a violation of same by occupants.
- Q. Fire extinguishers are placed in each apartment for the safety of occupants and property. Tampering with this equipment, for use or any purpose other than extinguishing fires, is prohibited. Fires must be reported to Public Safety and Housing Management.

- R. In accordance with the North Carolina Fire Prevention Code, use of portable charcoal, gas, and electric grills within 10 feet of Central Campus Apartments or Town House Apartments is prohibited.
- S. Use of HVAC (heating and air-conditioning) closets as storage space is prohibited.

VI. ENERGY CONSERVATION

All residents must comply with energy conservation programs as established by Duke University for residential facilities.

Student Development, Revised 3/95



Appendix B

JUDICIAL SYSTEM OF DUKE UNIVERSITY

Article I: The Judicial System

1.010 The judicial system of the University shall consist of the University Judicial Board and a Judicial Board for each of the communities hereafter defined (see Articles III and IV)

Article II: The University Judicial Board

2.010 Jurisdiction

- a.* The jurisdiction of the University Judicial Board shall be limited to cases arising out of the Pickets and Protests Regulations and cases involving more than one of the communities as determined by the Vice-President for Student Affairs in consultation with the Chancellor and the Chairman of the University Judicial Board.
- b.* The University Judicial Board shall have jurisdiction over members of the student body, members of the faculty, and administrative personnel of the University not subject to the Personnel Policy Handbook.

2.015 Filing of Charges; Responsibilities of Vice-President for Student Affairs

- a.* The Office of the Vice-President for Student Affairs shall have responsibility for receiving complaints, conducting investigations, and preferring charges concerning offenses within the jurisdiction of the board. The University Judicial Board shall hear no case without a finding of probable cause made by the Vice-President for Student Affairs, whose signature to the charge or charges shall constitute sufficient evidence of such finding.
- b.* To assist the Vice-President for Student Affairs in the investigation of complaints, the gathering of evidence, and the preparation of charges, investigative and judicial aides may be appointed by the Vice-President and shall serve at his/her pleasure and under his/her direction. The number and specific duties of such aides shall be determined by the Vice-President for Student Affairs, who shall be fully responsible for all duties performed by them in their capacity as aides.
- c.* The Vice-President for Student Affairs shall subpoena witnesses as directed by the University Judicial Board.
- d.* The Vice-President for Student Affairs may delegate all or any portion of his/her duties as regards these judicial procedures to an aide or aides whose appointment is approved by the Vice-Provost and Dean of Undergraduate Instruction. The Vice-President for Student Affairs shall be responsible for the discharge of all duties thus delegated.

2.020 Membership

The University Judicial Board shall consist of a Chairman appointed by the Chancellor, five faculty members (two of whom shall be from the Law School) appointed by the Executive Committee of the Academic Council, and two student members from each of the communities (except in the case of the undergraduate community where there should be four members) elected by each community's Judicial Board. The Chairman of the Board shall select five-person panels consisting of a Chairman and an equal number of students and faculty. Cases referred to the board shall be assigned to the panels in rotation, provided that a member of a panel may, at his/her request, be excused from sitting

on a case by the Chairman of the Board, who may appoint a substitute from among the other members of the board. Each panel shall be known as a "Hearing Committee of the University Judicial Board."

2.030 Terms of Members

Faculty members shall normally serve for two-year terms, but are eligible for reappointment. The terms should be staggered in order to provide continuity. Two of the initial appointees shall be appointed for one-year terms. Student members shall serve for one-year terms, although they may be eligible for re-election. The board has the right to remove any member of the board for cause by a vote of a two-thirds majority of all members. The vacancy shall be filled promptly according to the original procedure.

2.040 Conduct of the Hearing

- a. The hearing will be conducted in private unless the accused requests an open hearing. If any objection is raised to conducting an open hearing in any particular case, the Hearing Committee of the University Judicial Board will decide the issue by majority vote. If the decision is made not to hold an open hearing, the accused shall be informed in writing of the reasons for the decision.
- b. The University and the accused may be represented by an adviser of his/her choice.
- c. The board shall promulgate its own rules of procedure consistent with academic due process and all provisions of this document.
- d. The accused has the right to challenge on the grounds of prejudice any member of the Hearing Committee sitting on his/her case. If an accused makes such a challenge, the Hearing Committee shall deliberate in private to determine whether cause exists. By a majority vote of the members of the tribunal (excluding the member being challenged), a member shall be removed from the case and replaced by a member of the board designated by the Chairman of the Judicial Board. In addition, the accused may exercise a challenge directed at the entire panel, in which case the challenge shall be made to the Chairman of the University Judicial Board, who shall excuse the panel challenged and refer the accused's case to the next panel in rotation.

2.050 The Right of Appeal

- a. In cases heard by the University Judicial Board, there will be no appeal when the accused is acquitted.
- b. A student or administrator who is not a member of the faculty convicted by the University Judicial Board may appeal to the President, or in his/her absence, the Provost, in which case such appeal shall be solely on the record of the proceedings before the Hearing Committee. Argument or appeal shall be on written submission, but the President may, in addition, require oral argument.
- c. A member of the faculty convicted by the University Judicial Board may appeal to the Faculty Hearing Committee authorized under the provisions for Academic Freedom and Tenure of Duke University.

2.060 Status of the Accused

Charges must be prepared without delay following the alleged commission of the offense. Pending final verdict on charges against the accused (including appeal), his/her status shall not be changed, nor his/her right to be on campus to attend classes suspended, except that the Chancellor or Provost may impose an interim suspension upon any member of the University community who demonstrates, by his/her conduct, that his/her continued presence on the campus constitutes an immediate threat to the

physical well-being or property of the members of the University community or the orderly functioning of the University. The imposition of interim suspension requires that the suspended individual shall immediately observe any restriction placed upon him/her by the terms of the suspension. The suspended individual shall be entitled to a hearing within three (3) days before the Hearing Committee on the formal charges. If he/she requires additional time to prepare his/her case before the Hearing Committee, he/she shall be entitled to an informal review of the decision imposing interim suspension by a three-person committee chosen from the members of the University Judicial Board by its Chairman. Interim suspension is an extraordinary remedy which will be invoked only in extreme cases where the interest of the University and members of its community require immediate action before the Hearing Committee can adjudicate formal charges against the suspended individual. If interim suspension is imposed and the accused is later found innocent, the University shall seek restitution as provided by the Hearing Committee with respect to the student's academic responsibilities incurred during the period of suspension.

2.070 Civil and Criminal Courts

Members of the University community may be subject to civil or criminal proceedings in a local court. The Chancellor may initiate legal action seeking injunctive or other civil relief, or file criminal charges, when it is necessary to protect the person or property of members of the University community, or the orderly functioning or property of the University. Such action may be in addition to the filing of formal charges before the University Judicial Board and/or interim suspension.

2.080 Sanctions

- a. A Hearing Committee of the University Judicial Board shall have the power to impose the following penalties upon students:
 1. *Expulsion*. Dismissal from the University with the recommendation that the person never be readmitted.
 2. *Suspension*. Dismissal from the University and from participation in all University activities for a specified period of time after which the subject may apply for readmission.
 3. *Suspended Suspension*. Penalty (2), suspended because of unusual mitigating circumstances. In a period of time specified, conviction before the University Judicial Board, or before one of the community Judicial Boards may result in suspension.
 4. *Disciplinary Probation*. Placing a student on a probationary status for a specified period of time, during which conviction of any regulation may result in more serious disciplinary action.
 5. *Exclusion from participation in extracurricular activities*. Without limiting the generality of that penalty, such restrictions might involve participation in any collegiate athletics, or any public participation or performance in the name of the University. However, a Hearing Committee may not exclude a person from performance of the duties of an elective office, but may make such a recommendation to the appropriate organization. This penalty may be imposed by itself or in addition to any of the other enumerated penalties.
 6. *Censure*. Written reprimand for violation of the specified regulation, including the possibility of more severe disciplinary sanction in the event of conviction for the violation of the same or one of equal seriousness within the period of time stated by the reprimand.
 7. *Admonition*. By an oral statement to the offender that he/she has violated the University rules or has been in contempt of the board.

8. *Restitution*. Payment for all, or a portion of property damage caused during the commission of an offense. This penalty may be imposed by itself, or in addition to any of the other penalties.
9. *Fines*. Payment of reasonable sums to be determined by a Hearing Committee. This penalty may be imposed by itself, or in addition to any of the other penalties.
10. Exclusion from social activities where the nature of the violation so indicates including, but not limited to, curfews or other revocation of upperclass privileges.
- b. A Hearing Committee of the University Judicial Board shall have the power to impose the following penalties upon faculty members and administrative personnel not subject to the provisions of the Personnel Policy Handbook.
 1. Dismissal. Dismissal or termination of appointment.
 2. Censure.
 3. Admonition.
 4. Restitution.
 5. Fines.

2.085 Other Powers

The Hearing Committee may recommend to the University that it seek restitution with respect to the accused's University responsibilities incurred during a period of suspension or during the period when a hearing has been conducted or shall make such other nonpunitive recommendations with respect to the accused as it shall deem appropriate.

2.090 Records

The board shall promptly arrange a policy of keeping its own records, subject to the University policy on confidentiality.

2.095 Excusal of Members of the University Community from University Obligations

Any member of the University community whose presence is required at a hearing shall be excused from the performance of any University responsibilities which would normally be performed at the time when his/her presence is required before the Hearing Committee.

2.096 Revocation of Probation or Suspended Suspension

In the event that a student has been placed on suspended suspension or disciplinary probation by the University Judicial Board and subsequently is convicted of a violation of a regulation by any other University tribunal, the suspension of his/her suspension or the revocation of his/her probation will not automatically occur. In such a case the student shall be entitled to a hearing being limited to the issue of whether his/her probation should be revoked or whether he/she should be suspended as the result of the original conviction and the conduct which gave rise to the second conviction.

Article III: Community Judicial Boards

3.010 Community Judicial Boards

There shall be an undergraduate community consisting of the undergraduates in Trinity College of Arts and Sciences and the School of Engineering; a Divinity School community consisting of all students in the School of Divinity; a Law School community consisting of all students in the School of Law; a Medical School community consisting of all students in the School of Medicine; an Allied Health community consisting of all

degree and certificate (i.e., paramedical, nondegree) students in the School of Allied Health; a Forestry and Environmental Studies School community consisting of all students in the School of Forestry and Environmental Studies; and a Graduate School community consisting of all students in the Graduate School. Except as hereafter provided for the undergraduate community, each community shall have such judicial system as its governing body may provide.

Article IV: The Undergraduate Community

4.010 The Undergraduate Judicial Board

A (1) *Board Established.*

There is established an Undergraduate Judicial Board, hereinafter denoted as the board.

A (2) *Membership.*

The board shall have thirty-five (35) members. Fifteen (15) will be from among the undergraduates, twelve (12) will be from among the faculty (Trinity College and the School of Engineering), and eight (8) will be from among the deans in the undergraduate school and college.

A (3) *Selection of Undergraduate Members.*

Student members of the board will be chosen from among interested rising juniors and seniors as follows:

- a. Interested candidates will apply for positions by completing written forms devised by the board.
- b. The candidates will subsequently take an objective-type written questionnaire on the several aspects of the undergraduate judicial system.
- c. Those obtaining a passing score, as defined by the board, are deemed eligible for interviews.
- d. Interviews will be conducted by senior student members of the board and one representative of the Undergraduate Student Government appointed by the Chief Executive Officer of that government.
- e. From among those interviewed, one nominee shall be recommended for each vacancy together with a total of three (3) alternates.
- f. All those nominated are subject to approval by the legislature of the Undergraduate Student Government as advised by a representative of the board in attendance.
- g. At every stage of this process, consideration shall be given to the appointment of at least one student from the undergraduate school and college.
- h. Except that interim members as provided for in A(6) who have served for at least one (1) semester during their junior year will become regular members of the board for the following academic year as a matter of course.

A (4) *Selection of Faculty Members.* Faculty members of the board will be appointed by the duly empowered committee of the Undergraduate Faculty Council of Arts and Sciences through the Dean of Trinity College and by the Dean of the School of Engineering.

A (5) *Selection of the Dean Members.* Appointees will be deans in the undergraduate school and college, but will not include the Dean of Student Development, or the Vice-President for Student Affairs, including their assistants.

A (6) *Selection of Interim Members.*

- a. Interim undergraduate vacancies on the board are to be filled through nomination(s) of one or more of the previously designated alternates by a concurrent vote of two-thirds (2/3) of the full board membership and subsequent approval by the legislature of the student government.
- b. Interim faculty vacancies are to be filled by the duly empowered committee of the Undergraduate Faculty Council of Arts and Sciences.
- c. Any undergraduate member of the board who takes a leave of absence while remaining in good standing in the University will resume, upon return, the place previously vacated on the board.
- d. Interim members will serve only to the end of the regular academic year whereupon the position held will be vacated and filled in the manner prescribed in A(3) through A(5).
- e. But interim members serving during leaves of absence of regular members will terminate their duties and return to their former status as alternates upon return to service of that regular member.

A (7) *Removal of Members.* The board may remove any member for cause by a two-thirds (2/3) majority of the full board. The vacancy so created will be filled forthwith in the manner prescribed in A(6).

B (1) *Terms of Undergraduate Members.* Undergraduate members of the board will ordinarily serve during good behavior for terms not exceeding two years.

B (2) *Terms of Faculty and Dean Members.* Faculty and dean members will serve two-year terms, subject to reappointment upon consent. To insure staggered terms, they may be appointed for a single year.

C (1) *Board Organization:* The full board will elect, by majority vote, a Chairman and Vice-Chairman, both of whom must be undergraduates.

C (2) *Board Calendar.*

a. *Regular Terms.*

The board or parts thereof will ordinarily hear and dispose of all pending cases in which charges have been preferred, during the regular fall and spring semesters, and following the end of spring semester.

b. *Summer Session Terms.*

1. The Chairman will ascertain the local availability of board members for summer session service and those within a 200 mile radius who may be invited by the Dean of Student Development to serve at University expense.
2. The Chairman of the Undergraduate Judicial Board will provide the Dean of Student Development with a roster of board members available for service on the Undergraduate Judicial Board during all or any portion of the summer sessions.
3. The Dean of Student Development will constitute a five (5) member Hearing Committee from this list, appoint a chairman and provide an ordinary hearing committee including at least one (1) faculty member and two (2) students.
4. If the number of student members drawn from the rosters provided under C(2)(b.) (2) above is insufficient to constitute the hearing panel provided for in C(2)(b.) (3) above, the Dean of Student Development, with consent of the Chief Executive Officer of the Undergraduate Student Government, will appoint the necessary number of students drawn from the undergraduate student body.

5. The Summer Session Hearing Committee will function in the same manner and with the same procedure as a Regular Term Hearing Committee, except that the accused may not enjoy more than one (1) peremptory challenge.

C (3) *Duties of Officers.*

- a. The Chairman, Vice-Chairman, or their designee, will preside over any meeting of the board or any meeting or hearing of a part thereof.
- b. The Chairman will maintain a roster of available members for the regular and summer session terms. See C(2).
- c. The Chairman and the Dean of Student Development or his/her designee will prepare a "Semester Report of the Undergraduate Judicial Board" to be issued in January and May. It will be a statistical survey designed to order cases: by volume, classification, disposition, and current status (e.g., filed, pending, heard, on appeal to Dean or to Vice-President for Student Affairs).
- d. The Chairman and the Office of Student Development will prepare and issue an "Annual Report of the Undergraduate Judicial Board" to be compiled following adjournment of the board at the end of the spring semester. The contents will contain:
 1. A listing, by types of cases, of abstracts of all completely adjudicated cases.
 2. A statistical survey of the business of the board during the preceding academic year.
 3. A commentary on that business.
 4. Any recommendations which the board wishes to make.
 5. The "Annual Report" will be released prior to freshman registration in the fall semester and will constitute the basis of an early fall semester interview with the *Chronicle* to be held by the Chairman.
- e. The Chairman and/or Vice-Chairman, as well as a representative of the Office of Student Development, will attend one meeting of UFCAS at the beginning of either semester to discuss the concerns of the board in relation to the faculty and the concerns of the faculty in relation to the board.
- f. The Chairman and/or Vice-Chairman, as well as a representative of the Office of Student Development, will call a meeting with the Directors of Undergraduate Studies (DUS) at both the beginning and the end of each academic year. The DUS shall serve as the liaison between the UJB and the faculty. The DUS will:
 1. Apprise the faculty of the topics and issues covered in his/her meetings and with the Chairman and/or Vice-Chairman,
 2. Receive copies of the board's opinions for all academic dishonesty cases and keep the opinions on file for faculty perusal,
 3. Consult with faculty members in his/her department when academic dishonesty violations appear to have been committed. Records should be maintained of:
 - number of students suspected
 - number of students confronted
 - number of students referred to the UJB
 - number of students disciplined by the faculty member (action taken)
 4. Encourage faculty to use the UJB when appropriate, and
 5. Contact the Office of Student Development and/or board members, who will be available for consultation, when he/she or a faculty member wishes to discuss any matter relating to the UJB.

- D (1) *Hearing Panel Organization.* Hearing panels will consist of seven (7) members as assigned by the Dean of Student Development in consultation with the

Chairman or Vice-Chairman. Each hearing panel will consist of four (4) undergraduates, two (2) faculty members, and one (1) dean. One student member will be designated as Chairman of the panel.

- D (2) *Modified Hearing Panel Organization.* In the interest of speedy disposition, a panel of reduced size may be convened, but in no panel shall it consist of fewer than five (5) members appointed by the Dean of Student Development in consultation with the Chairman or Vice-Chairman. Each such panel will consist of three (3) undergraduates, one (1) faculty member, and one (1) dean.
- D (3) *Substitution of Hearing Panel Members.* Any member of a panel may, at his or her request, be excluded by the Chairman of the Board from sitting on any case. The Chairman of the Board will thereupon appoint a substitute member from among the relevant class of members of the board.
- E (1) *Jurisdiction.* The board will exercise jurisdiction over cases:
- a. In which the accused is a named student
 - currently enrolled in, or
 - not yet matriculated to, or
 - readmitted to and not yet matriculated to programs of the undergraduate college or school.
 - b. In which the accused is a residential or nonresidential cohesive unit, as represented by an officer or regular member.
 - c. Which fall without the jurisdiction of the University Judicial Board.
 - d. Which fall within the classification of offenses stipulated in the Judicial Code of the undergraduate community (see pages 38-40) and the University Regulations and Policies (see pages 40-61) in this bulletin.
- F *Functions of Dean of Student Development.*
- F (1) The Dean of Student Development or designee is responsible for receiving complaints, conducting investigations, gathering evidence, and preparing and preferring charges relating to offenses within the jurisdiction of the board.
- F (2) The Dean of Student Development may appoint assistants, in such numbers and for such duties under his/her supervision in order to faithfully execute his/her responsibilities, as the Dean shall deem convenient and useful.
- F (3) The Dean of Student Development is responsible for maintenance of the records of the board. These records include:
1. A public permanent precedent file provided by panels. It consists of abstracts specifying charges, facts, case dispositions and rationales for such dispositions. Identification of the party or parties as well as of witnesses will be omitted.
 2. A permanent confidential case file.
- F (4) The Dean of Student Development or his/her designee, jointly with the board, is responsible for recruitment, training, supervision, and direction of a staff of advisers available to accused students.
- G *Prehearing Procedures.* Upon receipt of a complaint, the Dean of Student Development or duly appointed assistants will:

- G (1) Promptly assemble and examine all evidence either material or relevant to the allegation in which task the Dean or the Dean's assistant shall enjoy prompt and full cooperation from all parties concerned. This investigatory process may include, but is not confined to:
- a. Receipt of any oral and/or written evidence including documents and records.
 - b. Interviewing the accused which interview must begin with notification by the Dean or assistant of: a right to remain silent, a right to an adviser as defined herein, a right to waive knowingly one or both of these rights as well as a written and signed acknowledgment by the accused attesting to an understanding of these rights (Cf. I(8)(a)).
 - c. Interviewing any holder of evidence.
 - d. Receipt from the accused of a written statement submitted in his or her behalf which document will become part of the case record.
- G (2) Promptly determine on the basis of the preliminary investigation whether or not there exists probable cause for believing that the accused person committed the alleged act(s).
- G (3) The Dean of Student Development is responsible for finding of probable cause. In determining whether to prefer charges against any accused, the Dean will consider:
- a. *Civil proceedings completed.* If, in the judgment of the Dean of Student Development, any civil or criminal liability the accused may have already incurred by reason of the action of any civil tribunal adequately vindicates the interest of the University in punishment of the accused, the Dean shall not prefer charges against the accused. The Dean shall, however, report to the Judicial Board finding of probable cause and reasons for not preferring any charge.
 - b. *Civil proceedings pending.* If any civil or criminal action is pending in any civil tribunal, and in the judgment of the Dean of Student Development, prompt trial before the Judicial Board would be prejudicial and unreasonably burdensome to the accused in respect to the civil tribunal proceedings, notwithstanding the finding of probable cause, the Dean of Student Development may defer preferring any charge. In making this determination, the Dean will consider the nature of the offense, the nature of the defense that may be offered in either the civil or University proceeding, the punishment that may be visited on the accused in either proceeding, the likely delay in the civil proceedings, any possible impairment of the accused's ability to defend him/herself in either proceeding by reason of its contemporaneous pendency and the preservation of general peace and order within the University community. If, after a finding of probable cause, the Dean of Student Development decided either to defer preferring charges or definitely to abandon them in the situations covered by this paragraph, the Dean shall nevertheless report to the Judicial Board his/her findings of probable cause and reasons for deferring or abandoning the preferring of charges.
 - c. *Civil proceedings in future.* If any civil or criminal action is threatened or likely, the Dean of Student Development will be governed by the same considerations set forth in paragraph (b.), and in addition by the degree of likelihood of civil or criminal proceedings against the accused. If, after a finding of probable cause, the Dean of Student Development decided either to defer preferring charges or definitely to abandon them, in the situations covered by this paragraph, the Dean shall nevertheless report to the Chairman of the Judicial Board the finding of probable cause and reasons for deferring or abandoning the preferring of charges.

- G (4) In circumstances so warranting under G (3) a.-c. the sanction of interim suspension may be invoked. (See K (13)).
- G (5) *Referral.*
- a. The Dean of Student Development may refer the case to the appropriate agency for resolution if that officer finds that the case, whether or not probable cause exists, falls without the board's jurisdiction.
 - b. At any time prior to imposition of verdict and sanction, any member of a panel may object to further consideration of the case on grounds that the board lacks jurisdiction. Thereupon the panel must resolve the jurisdictional question raised. If a panel majority believes the board lacks jurisdiction over the case, the proceedings will be suspended, and the matter referred to the Chairman of the Board for subsequent resolution of the question by the full Undergraduate Judicial Board. The decision of a majority of those board members present will be final, and the case will be either retained by the board accompanied by referral back to the original panel or be referred to the appropriate agency for disposition.
- G (6) *Terminate action and report this fact if:*
- a. No probable cause is found.
 - b. After examination of the Undergraduate Judicial Code and the University Regulations, it is determined that commission of the alleged act does not violate any provision(s) found in the duly promulgated codes, rules, and regulations of the University.
 - c. In the event that the Dean of Student Development should refuse or fail for any reason to receive complaints and/or conduct investigations, and/or find probable cause and/or prefer charges, an aggrieved party may appeal such action or inaction on grounds of new or different evidence previously unavailable. This step may be made by filing with the Chairman of the Board a typed petition entitled: "Petition to Find Probable Cause." Upon receipt of this petition, the Chairman of the Board will direct the Dean or will unilaterally appoint an investigator to find facts on the basis of which a full seven (7)-member hearing panel may determine the existence of probable cause sufficient to warrant a regular hearing in due course.
- G (7) *Probable Cause Notice: Undergraduate Judicial Board Hearings.* If probable cause is determined to exist, the Dean of Student Development will promptly draw up a written notice to be transmitted to the accused together with a summons to appear for a panel hearing at the time and place specified. The notice will include:
- a. The charges.
 - b. Referral to text of the relevant provision(s) of the Judicial Code, rules, and regulations.
 - c. Any additional evidence produced during the investigative process.
 - d. A statement of procedural rights available to the accused.
 - e. Any other material which the board may instruct the Dean of Student Development to supply the accused.
 - f. The signature of the Dean of Student Development or appointed assistants.
 - g. List of members of the panel designated to hear the case.
- G (8) *Probable Cause: Administrative Hearings.* Should the Dean of Student Development, after consulting with the Chairman of the Undergraduate Judicial Board, determine that either the nature or related extenuating circumstances of a case render it amenable to the administrative hearing alternative provided for in

H(1)(b.), a written notice will include explicit notice of the availability of such forum to an accused who still may opt for his/her right to a formal hearing before the Undergraduate Judicial Board. Administrative hearing decisions are final; no appeals may be taken from them with the exception of a sanction of suspension or expulsion. (See Section L.)

- G (9) Prepare a written report of findings and transmit that report to the appropriate tribunal. This report will contain a copy of the probable cause notice (G (8)), all evidence gathered in the preliminary investigations, with its sources and statement of the rights of the accused. Nowhere in this report will a personal opinion be expressed as to the merits of any evidence, or as to the guilt or innocence of the accused. However, where there are conflicts in the evidence the Dean will draw the attention of the panel to them. The report shall become a part of the written record of the hearing.
- G(10) Subpoena witnesses as directed by the Chairman of the hearing panel.



H(1) *Administrative Hearings.*

- a. For academic dishonesty violations, an accused may request that his/her case be heard by the appropriate Dean of his/her college or school, who may refuse to hear it. In all nonacademic violations, the accused may request that his/her case be heard by the Dean of Student Development and/or that officer's designee(s) as specified in G(8). In fixing the sanction, the Dean or designee(s) is(are) governed by all penalties enumerated in Section K of the code. Administrative hearing decisions are final; no appeals may be taken from them with the exception of a sanction of suspension or expulsion. (See Section L.)
- b. The Dean of Student Development and/or that officer's appointee(s) will confer at the earliest convenient time with an accused who met the requirements specified in G(8).
- c. The Chairman of the Board will receive prompt notification of hearings held under (a) and (b) above and a copy of the case abstract as defined in J(14)(b).

I *Undergraduate Judicial Board Prehearing Procedures.*

I(1) *Charge required.*

- a. No case may be heard by the board in the absence of a finding of probable cause by the Dean of Student Development and a clear statement of the charges against the accused or by direct petition to the board. (Cf. G(7) and G(6)c)
- b. The Dean's signature on the Probable Cause Notice (G(7)) attests to a sufficiency of inculpatory evidence, existence of the board's jurisdiction, and the completeness of the charges.

I(2) *Hearing Schedules.* The hearing, based on contents of the Probable Cause Notice (G (8)) will take place speedily, ordinarily within thirty (30) days following presentation of charges to the accused.

I(3) *Notice.* The accused will be given at least forty-eight (48) hours notice prior to the hearing or prior to continuation of a hearing recessed under J(8) subject to waiver as provided for in I (4).

I(4) *Waiver.* The accused may waive by a signed written statement the notice and/or the forty-eight (48) hour rule with reference to I (3) above and I(11)b) below.

I(5) *Continuances.* Should the accused desire additional time to prepare his or her defense, a petition to that effect may be directed to the Chairman of the Board not less than twenty-four (24) hours prior to the scheduled hearing. In the Chairman's discretion, the accused may be granted a hearing delay of reasonable duration.

I(6) *Contempt.* A willful or deliberate action on the part of the accused to impede, obstruct, unduly delay, or interfere at any stage with, in any manner, the proceedings then or thereafter before or potentially before the board may be deemed an act or acts in contempt of the board as determined by a majority of the relevant panel after issuance of a "show cause" order and in a separate regular proceeding held notwithstanding failure of the accused to appear in defense. K(12).

I(7) *Removal and Challenges.*

- a. *Voluntary Removal.* Board members may excuse themselves from a hearing panel for any reason (see D(3)).

- b. *Recusal.* No person presenting evidence against the accused may at any time sit in judgement upon the accused.
- c. *Challenges.*
 - 1. *For Cause.* The accused has the right to challenge on the grounds of prejudice any member of the hearing panel sitting on his/her case. If an accused makes such a challenge, the panel shall deliberate in private to determine whether cause exists. By majority vote of the members of the panel (excluding the member being challenged), a member shall be removed from the case, and replaced by a member of the board designated by the Chairman of the Board.
 - 2. *Peremptory.*
 - a. In addition, the accused may exercise a peremptory challenge directed at not more than seven (7) panel members even if a new trial on an amended charge is required. (Cf J(8)d).
 - b. At the time the accused is informed of the hearing date, he/she shall be presented with a list of the members of the panel designated to hear the case.
 - c. If the accused wishes to make a peremptory challenge(s), he/she shall make the challenge(s) in writing to the Office of the Dean of Student Development within forty-eight (48) hours of the notification of the scheduled time of the hearing.
 - d. The Office of the Dean of Student Development will transmit this challenge to the Chairman of the Board, who will excuse the panel challenged, and refer the accused to the next panel in rotation.
 - e. The accused retains the right to challenge for cause whether or not he or she has used the seven (7) peremptory challenges except as noted in C(2)b and C(5).

I(8) *Adviser*

- a. *Right to Adviser.* The accused enjoys the right to have an adviser. The Dean of Student Development will assign the accused an adviser at notification of the investigation. The accused may decline the assigned adviser and may select any other member of the University community except members of the board, or the accused may select no one. (G(1)b).
- b. The function of the adviser is to advise the accused in the preparation and presentation of his or her case, but the adviser may not directly address the panel nor any other participants during the formal hearing proceedings.
- c. Witness or witnesses as defined in I(10)a may request the panel chairman to permit the presence of adviser during hearing proceedings under conditions enumerated in I(8)a and b.

I(9) *Role of Accused.*

- a. *Presentation of Case.* The accused enjoys the right and will be advised of the right to produce witnesses, introduce documents, and offer testimony in his or her own behalf. The accused may present no more than two written character references to be submitted to the hearing panel prior to the hearing.
- b. *Testimonial Rights.*
 - 1. The accused enjoys the right against self-incrimination, the right to remain silent respecting the charges brought against him/her, before, during, and after the hearing. No inference of guilt may be drawn from the silence.
 - 2. But any evidence pertinent to the charges volunteered by the accused may be used as evidence against him/her.
 - 3. If the accused elects to offer testimony on a specific act of misconduct, he/she waives a right to continued silence, and must answer truthfully all questions pertaining to the act.

c. *Examination of Witnesses.*

1. Under the supervision of the panel chairman, the accused may question directly any witness.
2. The moving party or the accused, with or without the adviser's assistance, may submit questions in writing to the chairman of the hearing panel or during the proceedings.
3. The chairman must ask such question(s) so submitted unless they are unfair and/or irrelevant and/or purely capricious.
4. A copy of the written questions will be appended to the record.

I(10) *Witnesses.*

- a. *Defined:* Any person with direct knowledge relevant to a case pending before the board is a material witness.
- b. *Duty to Appear.* The Dean of Student Development may require the appearance of material witnesses or, upon the written request of the complainant and/or the accused, the Dean will require the appearance of such witnesses.
- c. *Notice to.* The Dean of Student Development will notify such witness(es) in writing of the time, place, and purpose of their appearance as well as of the right against self-incrimination.
- d. *Contempt of.* Willful and deliberate failure and/or refusal of any material witness to honor a subpoena authorized by the board and duly served by the Dean of Student Development or a representative may be deemed an act in contempt of the board.

I(11) *Discovery.*

- a. *No extrinsic evidence.* In reaching its judgment, a panel will consider only the report of the Dean of Student Development, documents submitted into evidence, and the testimony of: moving party(ies), accused, and witnesses at the hearing.
- b. The accused has the right to examine the written statement of any witness which is relevant to the case at least forty-eight (48) hours prior to either the hearing or continuation of a hearing recessed under J(8) subject to waiver as provided for in I(4).
- c. *Confrontation.* The accused has the right to confront any witness who has given a statement relevant to the pending case.
- d. *Excuse priority.* Any student whose presence is required at a hearing will be excused from any other University responsibility which might prevent, impair, or delay his/her presence before a panel, and both the board and the Dean of Student Development will employ their good offices to assist such students in making satisfactory arrangements.

I(12) *Closed Hearings.* The hearing will be closed unless the accused requests an open hearing. If any objection to an open hearing is lodged, the panel will decide the issue by majority vote and, if negative, the accused will receive from the panel a written statement of reasons for rejection of his/her request.

J *Hearing Procedure.*

J(1) *Opening.* The Chairman will open the proceedings by noting the date, identity of the party(ies), the charges, and identity of all panel members.

J(2) *Plea.* The accused will then plead guilty, not guilty, guilty in part and not guilty in part, or move to postpone the hearing for good cause shown.

- J(3) *Report of the Moving Party.* At this time, the Chairman may invite the moving party(ies) to make a statement, not to exceed five (5) minutes, summarizing the essential facts and expressing opinions thereon. At any point prior to this stage of the hearing, the moving party(ies) may decline such invitation.
- J(4) *Case for Accused.* The Chairman of the panel will request the accused to present his or her case. (See I(7)c(1) and I(7)c(2), I(8)b, I(9).) The accused may waive this right by a verbal declaration (See I(9)b.)
- J(5) *Witnesses.*
- a. All witnesses will be sequestered at the commencement of proceedings and will appear before the panel consecutively. But the panel Chairman may suspend this rule and direct attendance of all witnesses in the hearing room.
 - b. The accused may call and direct questions to witnesses as prescribed in I(9)a and c, respectively.
 - c. The panel may call and question witnesses.
- J(6) *Examination of Witnesses.*
- a. Under the supervision of the panel chairman, the accused may question directly any witness.
 - b. The moving party or the accused, with or without the adviser's assistance, may submit questions in writing to the Chairman of the hearing panel before or during the proceedings.
 - c. The Chairman must ask such question(s) so submitted unless they are unfair and/or irrelevant and/or purely capricious.
 - d. A copy of the written questions will be appended to the record.
- J(7) *Evidentiary Rules.*
- a. All evidence which the panel considers relevant will be admitted including hearsay and expressions of opinion.
 - b. Wherever possible oral testimony rather than written statements should be presented.
 - c. Statements made by unidentified witnesses or those absent at the hearings, neither of which can be confronted by the accused, may not constitute a sole or substantial basis for conviction.
 - d. No evidence obtained through unlawful search and seizure or in violation of the University Statement on the Privacy of Students' Rooms will be admissible at the hearing.
- J(8) *Recess and Termination of Hearings.*
- a. The Chairman may recess hearings for a short duration of time in order to facilitate the work of the panel.
 - b. By vote of a majority of the panel members, hearings may be recessed for an extended duration of time in order:
 1. to accommodate extraordinary circumstances such as personal emergencies
 2. to acquire additional evidence or testimony
 3. to provide adequate time for considering and setting sanctions (see: I(3) and I(11)b.)
 - c. A witness or accused enjoys the right to a brief recess after a lapse of one (1) hour from commencement of the official record as provided for in J(14)a.

- d. However, no recess may be declared for the purpose of amending the original charges against the accused. If it is determined during the hearing and prior to verdict and judgment that the charges must be amended,
 - (1) with the unanimous consent of the hearing panel and the agreement of the Accused, the charge(s) may be amended and the hearing may continue, or
 - (2) without the unanimous consent of the hearing panel or the agreement of the Accused, the hearing must be terminated without prejudice and the procedures set forth in Section I reinstituted.

J(9) *Status of Accused Pending Verdict and Appeal (Interim Suspension).* Pending verdict on charges (including appeal) against the accused, the status as a student cannot be changed, nor the right to be on campus or to attend classes suspended, except as provided for by the interim suspension rule (K(13)).

J(10) *Verdict and Sanction.*

- a. After the hearing closes, the panel will consider its verdict and sanction in closed session.
- b. The verdict is a determination of guilt or innocence. A guilty verdict is based on the existence of clear and convincing evidence that the accused committed the act(s) alleged in the charge.
- c. The sanction is a statement of the punishment imposed drawn from those enumerated in Section K below.
- d. Verdict and sanction will be determined by a majority vote of a panel except that any judgment of expulsion (see K(1)) or suspension (see K(2)) must be concurred in by not less than four (4) members of a five (5) member panel nor less than five (5) members of a seven (7) member panel.

J(11) *Special Master.* At any stage in the proceedings, involving complicated technical or professional subject matter, and at the request of any party or any or all members of a panel, a special master may be appointed by the Chairman of the Board in consultation with the appropriate dean. The special master will render advice to the panel. On the motion of any party or any member of the panel, proceedings may be recessed pending the receipt of the special master's report.

J(12) *Rehearing.* A panel by a majority vote may decide to rehear a case in which significant new evidence can be introduced in behalf of the accused.

J(13) *Notification of Verdict and Sanction.*

- a. The Chairman of the panel will promptly inform in writing the Dean of Student Development of the decision of the panel, but initial notification may be oral followed by the written abstract as required by J(14)b.
- b. The Chairman of the panel or the Dean shall promptly notify the defendant of the verdict and sanction imposed, and shall, at the same time, inform him or her of rights of appeal.
- c. At the request of the moving party(ies), the Dean of Student Development may, but is not required to, inform that person or persons of the panel's verdict and/or sanction.

J(14) *Record:*

- a. *Tapes:* A separate tape recording will be made for each hearing, clearly labelled, and retained for three (3) years.
- b. *Abstract:* A written abstract of each case will be made by completion of a "Hearing Committee Report Form" signed by the panel chairman.

- K *Sanctions.* The board is empowered to impose singly or in combination penalties of four (4) classes.

CLASS I

- K(1) *Expulsion.* Dismissal and permanent removal from the University without possibility of readmission or reinstatement. University censure automatically applies.

- K(2) *Suspension.*

- a. Under the voting rules set forth in J(10)d, dismissal from membership in the University for a specified period of time, ordinarily including the current semester and the next succeeding one, and such additional semesters as deemed appropriate by the panel.
- b. The privilege of a residential or of any other cohesive unit to exist at Duke University may be suspended or revoked.
- c. Readmission or reinstatement as a student or residential or cohesive unit in good standing is contingent upon satisfaction of any conditions stated in the original sanction.
- d. Upon a student's reacceptance to and matriculation in the University or the reinstatement of a residential or cohesive unit to the University, the student or residential or cohesive unit is placed on disciplinary probation K(4) for a specified period of time.
- e. As suspension constitutes an involuntary withdrawal from the University, an entry to that effect is made on the student's permanent academic record or the residential or cohesive unit's citizenship record for the duration of the suspension.
- f. Residential or cohesive units may be suspended for a specified time period from one or more enumerated activities sponsored, cosponsored, or performed by said residential or cohesive unit.
- g. University censure (class II) may be applied as determined by the panel.

- K(3) *Suspended Suspension.*

- a. For a specified period of time, the penalty of suspension is imposed, but suspended due to the existence of facts deemed mitigating by a panel.
- b. A disciplinary probation period must run concurrently and may run consecutively with suspension.
- c. As no involuntary withdrawal actually occurs, no temporary entry to that effect is made on the student's permanent record.

- K(4) *Probation.*

- a. *Disciplinary Probation.* Placing the student or residential or cohesive unit on a probationary status for violation of any regulation may result in suspension if adjudged guilty of subsequent infraction.
- b. *Revocation of Disciplinary Probation.* In the event that a student or residential or cohesive unit has been placed on disciplinary probation by the Undergraduate Judicial Board and subsequently is convicted of violation of a regulation by the University Judicial Board, the revocation of his/her/its probation will not automatically occur. In such a case he/she/it shall be entitled to a hearing before a panel of the Undergraduate Judicial Board, said hearing being limited to the issue of whether his/her/its probation should be revoked as the result of the original conviction and the conduct which gave rise to a second conviction.

- K(5) *Exclusion.*
- from public participation or performance in the name of the University other than performance of duties as an elective officer.
 - from application for, retention of, or any other possession of a University housing license.
 - from access to, use of, and occupation of specified University-owned premise and/or facilities.
 - from application for, retention of, or any other possession of a traffic and parking permit.
 - from application for, retention of, or any other possession of IM privileges.
- K(6) *Warning.* A formal written admonition but which explicitly states the certainty of a more severe disciplinary sanction for conviction of a subsequent violation during a stated period. A warning may be entered on the student's Dean's card citizenship record or on the residential or cohesive unit's citizenship record at the discretion of a panel.
- K(7) *Restitution.* Payment for all or a portion of injury or damages to person(s) or property caused by commission of an offense.
- K(8) *Fine.* Payment to Duke University of a reasonable sum of money set by a panel which may also impose a community service sanction as provided for in K(9)a or b below.
- K(9) *Community Service.* Specified hours of service set by a panel during which period a student or residential or cohesive unit will perform as either
- a regular employee in the University student labor pool, or
 - a "volunteer" worker in a charitable enterprise in Durham city or county as arranged for and supervised by the Dean of Student Development.

CLASS II

- K(11) *University Censure.*
- Official entry on a student's permanent record, of serious misconduct including both the fact of the censure and the exact nature and circumstances of the offense.
 - This sanction is never applied unless in combination with serious offenses meriting imposition of sanction K(1)-(2). Censure indicates the seriousness of the offense and the absence of mitigating circumstances.
 - Application of this sanction requires a separate vote of a panel under J(10)d unless accompanying Expulsion K I(l).

CLASS III

- K(12) *Temporary Exclusion.* Exclusion from registration, enrollment, or matriculation at the next ensuing semester, including semesters of summer session or eligibility to graduate from Duke University pending relief from verdict and sanction by compliance in good faith with the original order, directive or subpoena. This penalty is ordinarily used in contempt proceedings described in I(6) and I(10)d.
- K(13) *Interim Suspension.*
- An extraordinary remedy invoked only in extreme cases requiring immediate action prior to a panel hearing.
 - If the Dean of Student Development deems any student's presence on campus, at any time, to constitute a threat to the general peace and order of

the University community and to its several members, that officer may so notify the Provost or Chancellor, who may, in his or her discretion, suspend the named student from the University for a three (3)-day period pending a hearing before a duly constituted panel of the board.

- c. If the student or board requires a continuance, the interim suspension may be extended by the Provost or Chancellor or by a duly constituted panel of the board.
- d. If interim suspension is imposed and the accused is later found innocent, the University will grant restitution as provided by the Undergraduate Judicial Board with respect to that student's academic responsibilities incurred during the period of suspension.

K(14) *Temporary Restraining Order.*

- a. A formal written ex parte order issued by
 - (1) a duly constituted panel, or
 - (2) the Dean of Student Development in consultation with the Chairman of the Board where possible, directing a named actor(s) to cease and desist from engaging in behavior deemed contrary to one or more provisions of the Undergraduate Code. [See I(6) and K(12)].
- b. Such TROs are of twenty-one (21) days duration but are renewable only through regular panel proceedings.

CLASS IV

K(15) *Counseling Recommendation.* If a panel majority believes that a student would benefit from professional counseling, it may recommend such action to the Dean of Student Development who may so advise the student.

L *Appeal.*

L(1) *Right of Appeal.*

- a. Appellant may appeal any verdict and sanction of the board to the dean of the relevant undergraduate college or school in any case involving academic dishonesty. In all cases involving infractions other than academic dishonesty appellant may appeal the verdict and sanction of the board to the Vice-President for Student Affairs.
- b. After consideration by one of the following,
 - (1) the Dean of the appropriate college or school, or
 - (2) the Vice-President for Student Affairs, or
 - (3) the designee of either of the above appellant officers, the second level of appeal shall be the President of the University.

L(2) *Form and Time of Notice to Appeal.* Notice of appeal must be in writing and submitted to the relevant dean, unless waived by him/her, within forty-eight (48) hours after receipt of the verdict and judgement.

L(3) *Form and Time of Actual Appeal.* A written statement clearly and briefly setting forth grounds for appeal must be submitted to the relevant dean, unless waived by the officer within seven (7) days after receipt of the verdict and sanction.

L(4) *Exclusive Grounds for Appeal.*

- a. Procedural error substantially affecting the rights of the accused.
- b. Incompatibility of the verdict with the weight of the evidence.
- c. New evidence of a character which may have affected the verdict but on which basis rehearing was denied by the board.

- d. Proven case of extreme personal hardship as a result of the board's action.

L(5) *Appeal Procedures.*

- a. The relevant administrative officer of the University may not hear testimony de novo.
- b. With the consent of an appellant, the administrative officer may consult with other members of the University community as he/she chooses only to substantiate the grounds for appeal. (See L(5)a.)
- c. He/she shall receive documents submitted by the panel including tapes, abstracts, written opinions, and dissents.
- d. The appellant may prepare for his/her defense with the assistance of an adviser and may at his/her expense make a transcription of the tape.
- e. The appellant must submit a written statement setting forth grounds for his/her appeal as required by L(3) and the supporting arguments.
- f. The appellant has a right to make an oral statement to the dean to amplify his/her written arguments. This administrative officer may question the defendant at this time about his/her oral statement or written statement, but shall confine himself or herself to the issues on appeal. These additional statements and arguments shall be recorded.
- g. Either the chairman of the relevant hearing panel or the administrative officer charged with the responsibility for hearing the appeal may request a conference between themselves to consider issues arising out of the case. A notation of substantive issues discussed in any such conference shall likewise be incorporated in the record.
- h. In cases where a hearing panel's verdict and/or sanction is reversed, the hearing panel may request a conference with the appellant officer responsible for the reversal.

L(6) *Appeal to President.* The appellant may appeal an unfavorable decision of the administrative officer to the President of the University who may, in his or her discretion, entertain such appeal under such conditions and with such procedures as he or she may prescribe. The President will notify the Board Chairman of the decision.

L(7) *Notification.*

- a. In all cases the relevant administrative officer or President of the University will submit to the Chairman of the Board, with a copy to the Dean of Student Development a written statement of the decision and reasoning on which it is based.
- b. Such administrative officers will promptly communicate their decision to the appellant.
- c. The appellant officer will inform the moving party(ies) of the outcome of his/her decision.

M *Amendment of Article IV.*

M(1) Article IV, "The Undergraduate Judicial Board," may be amended at any time by the Vice-President for Student Affairs only on the recommendation of a permanent Advisory Committee on Judicial Codes composed of undergraduates, faculty, and deans appointed by and acting under that officer's supervision and direction.

M(2) All amendments promulgated by the Vice-President for Student Affairs shall be effective from and after the date of promulgation.

Appendix C

PICKETS, PROTESTS, AND DEMONSTRATIONS

Statement of Policy. Duke University respects the right of all members of the academic community to explore and to discuss questions which interest them, to express opinions publicly and privately, and to join together to demonstrate their concern by orderly means. It is the policy of the University to protect the right of voluntary assembly, to make its facilities available for peaceful assembly, to welcome guest speakers, to protect the exercise of these rights from disruption or interference.

The University also respects the right of each member of the academic community to be free from coercion and harassment. It recognizes that academic freedom is no less dependent on ordered liberty than any other freedom, and it understands that the harassment of others is especially reprehensible in a community of scholars. The substitution of noise for speech and force for reason is a rejection and not an application of academic freedom. A determination to discourage conduct which is disruptive and disorderly does not threaten academic freedom; it is rather, a necessary condition of its very existence. Therefore, Duke University will not allow disruptive or disorderly conduct on its premises to interrupt its proper operation. Persons engaging in disruptive action or disorderly conduct shall be subject to disciplinary action, including expulsion or separation, and also charges of violations of law.

Rule. Disruptive picketing, protesting, or demonstrating on Duke University property or at any place in use for an authorized University purpose is prohibited.

Hearing and Appeal. Cases arising out of violations of the Pickets and Protests Regulations will be heard by the University Judicial Board, in accordance with the procedures outlined in Appendix C, pages 82-102. The University Judicial Board shall have jurisdiction over members of the student body, members of the faculty, and administrative personnel of the University not subject to the Personnel Policy Handbook. Hearings will be conducted with regard for academic due process. The decision of the University Judicial Board shall be final if the accused is exonerated or if there is no appeal. In other cases, students may appeal to the President, or, in his/her absence, the Provost, in which case such appeal shall be solely on the record of the proceedings before the Hearing Committee of the University Judicial Board. Argument on appeal shall be on written submission, but the President may, in addition, require oral argument.

A Hearing Committee will consist of two faculty members, one dean, and two students. These students will be selected from members of the judicial boards or governments in the undergraduate, graduate, or professional colleges or schools. The Chairman of the Hearing Committee will be designated by its members.

The Hearing Committee will conduct its proceedings in accordance with academic due process.

The decision of the Hearing Committee shall be final if the accused is exonerated or if there is no appeal. In other cases appeal may be taken to the President, in which case such appeal shall be solely on the record of the proceedings before the Hearing Committee. Argument on appeal shall be written submission, but the President may in addition require oral argument.

The procedures for faculty members will follow the arrangements provided under the *Personnel Handbook*.

Amendments. These regulations on pickets, protests, and demonstrations may be changed or amended by the University at any time but any such change or amendment shall be effective only after publication or other notice. These regulations supersede any regulations heretofore issued on the subject.

Appendix D

RULES GOVERNING DRUG VIOLATIONS

I. Rules governing drug violations at Duke University are as follows.

1. Alleged violations of the policy stated in the first paragraph of the drug policy on page 50 will be adjudicated by the Undergraduate Judicial Board or appropriate deans, or in the case of nonstudents, by comparable authorities and their appointed delegates. It is expected that professional judgment will be exercised in referring indicated cases to University health and counseling services in keeping with the second and third paragraphs of the policy on page 50.
2. The two grounds which may constitute occasion for the assessment of penalties are:
 - a. conviction of a member of the University on a drug charge by a court of law.
 - b. a finding with the appropriate University tribunal, in conformity with the principle of due process, of sufficient evidence that a member of the University has violated the drug policy.
3. The maximum penalty to be imposed within the University upon a student for possession or use of marijuana shall be suspension; for the possession or use of other illegal drugs, or the distribution of any illegal drug, the maximum penalty of the University is expulsion. Other members of the University shall be liable to appropriate comparable penalties.

II. Rules governing drug violations of student-athletes at Duke University are as follows.

Duke University prohibits drug use by its student-athletes. Prohibited drugs will include anabolic steroids and other performance-enhancing drugs, narcotics and other illegal drugs, and any other drug banned by the National Collegiate Athletic Association (NCAA) legislation. The NCAA requires every student-athlete to consent to be tested for prohibited drug usage. But, unlike some other institutions, Duke University will not impose drug testing on all student-athletes. To do so would unfairly single out a group of students who are no more likely to use drugs than any other group of students and could contribute to the perpetuation of unfortunate and inaccurate stereotypes. Duke University will not require any student-athlete to submit to testing except (i) in compliance with NCAA regulations for NCAA championships and postseason football contests; (ii) on a random basis for performance-enhancing drugs (e.g., anabolic steroids) only; or (iii) where a coach or the Director of Intercollegiate Athletics has a reasonable and articulable suspicion that the student-athlete has used a prohibited drug. In the event that a coach or the athletic director has a reasonable and articulable suspicion that a student-athlete has used a prohibited drug and requests that the student-athlete submit to testing, the student-athlete who refuses to undertake the test, or tests positive for a prohibited drug, may be denied permission by his or her coach to represent the University in intercollegiate events or participate in team practices. The student-athlete also may be subject to additional sanctions, including loss of athletically-related financial aid for subsequent semesters. Any student-athlete dissatisfied with a determination to reduce or cancel his or her financial aid will have an opportunity to appear at a hearing before, and appeal such a determination, to the Academic Committee of the Athletic Council.

Duke University is committed to a policy of helping any student-athlete who recognizes that he or she has a drug problem and asks for help. The first time a student-athlete voluntarily seeks help for a drug problem, the appropriate official in the athletic department will provide confidential counseling or other assistance required by the student-athlete, including medical and drug rehabilitation assistance at the University's expense. Unless medically indicated, a first-time drug user will remain eligible

to represent the University in intercollegiate events and participate in team practices. His or her coach will not be informed of the drug problem.

If drug use recurs, and a student-athlete again voluntarily seeks help for a drug problem, the appropriate official in the athletic department will endeavor to assist the student-athlete. The matter will be brought to the attention of the Director of Intercollegiate Athletics. The athletic director may determine in his discretion whether medical and drug rehabilitation assistance sought or needed by a repeat user should be paid for by the University; whether the student-athlete will remain eligible to represent the University in intercollegiate events or participate in team practices; whether the student-athlete's coach will be informed of the drug problem; and whether the student-athlete will be subject to additional sanctions, including loss of athletically-related financial aid for subsequent semesters.

Staff members and others employed by the athletic department who have knowledge of the use of a prohibited drug by a student-athlete are under an affirmative duty to report such usage to the student-athlete's coach or the athletic director.

The effective date of this policy is July 1, 1986. Each student-athlete of Duke University will receive a copy of this policy annually.

HEALTH EFFECTS OF ALCOHOL, TOBACCO, OTHER DRUGS

One class of drugs is most frequently used socially or recreationally—the psychoactive drugs. These drugs are used because of the pleasurable feelings and the altered state of consciousness they induce. Psychoactive drugs act on the central nervous system—more specifically the brain. They may increase its activity (stimulants, such as cocaine, crack, amphetamines), decrease its activity (depressants, such as alcohol, barbiturates, tranquilizers), cause the creation of illusions (hallucinogens, such as LSD, peyote, shrooms, PCP), or have a combined effect (marijuana). Every drug has multiple effects on the brain and the body. Addiction to any of these substances is a disease which affects the addict mentally, emotionally, physically, and spiritually. It can also have a profound effect on those closest to the addicted person.

Short Term Abuse

Impaired judgement (violent behavior, physical injuries, accidents), unpredictable mood swings, halitosis, risky sexual behaviors (unplanned pregnancy, impaired sexual response, sexually transmitted diseases), sexual assault, rape, hangovers, increased nervousness, tremors, shortness of breath, reduced energy and stamina, digestive problems (nausea, vomiting, diarrhea, ulcer irritation), dehydration, cardiovascular changes, seizures, loss of consciousness, death.

Long Term Abuse

Systemic Disorders. Increased heart rate, increased or sudden decrease in blood pressure, hyper-activity, decreased oxygen in blood supply to the brain, decreased immune system function, AIDS or hepatitis from needle sharing, reverse tolerance, hemorrhage, delirium tremens (D.T.s) from acute withdrawal, death.

Brain/Central Nervous System Disorders. Short-term memory loss, concentration difficulties, damaged nerve connections, disruption of “chemical messengers.”

Mental Health Disorders. Sleep disorders, eating disorders, fatigue, acute or chronic depression, hallucinations, acute psychotic episodes, suicidal thoughts/gestures/actions, personality changes, delusional states, anxiety/panic reactions, psychosis.

Respiratory System Disorders. Painful nosebleeds, nasal erosion, tuberculosis, chronic lung diseases including emphysema and chronic bronchitis, exacerbation of sinus and asthma conditions, increased risk of lung cancer, decreased vital lung capacity.

Digestive Disorders. Ulcers in the mouth, diseases of the gums, inflammation of the esophagus, stomach, and pancreas, ulcers, cirrhosis, fatty liver disease, alcoholic hepatitis.

Sexual/Reproductive Disorders. Impotence, atrophy of testicles, impaired sperm production, absence of menstrual period, decrease in desire/arousal/performance, birth defects.

Endocrine/Nutrition/Metabolic Disorders. Malnutrition, vitamin/mineral deficiencies, acute gout, obesity, diabetes, decreased testosterone levels in men, appetite disorders, weight gain or loss, impaired immune system.

Skin and Subcutaneous Tissue Disorders. Skin infections, unsightly changes in the skin, dry skin, boils, skin abscesses, itching, increase in skin moles and benign skin tumors, spider angiomas, edema.

Pregnancy and Fetal Development. Fetal Alcohol Syndrome, low birthweight babies, increased risk of miscarriage, stillbirth, increased risk of Sudden Infant Death Syndrome, brain damage, congenital deformities, addiction in the newborn.

Other Disorders. Prone to cross addiction to other drugs including prescription medications, laxatives, analgesics, and caffeine. Additionally, chronic abusers have an increased incidence of fractures, sprains, burns, lacerations, bruises, concussions, and other traumas.

CAMPUS AND COMMUNITY ALCOHOL, TOBACCO, AND DRUG RESOURCES

Emergency Phone Numbers

911 — Alcohol-related emergencies are often difficult to assess. If there is any question of a student's safety, or the student has: (1) passed out, (2) vomited, (3) consumed most of a fifth of hard liquor in one to two hours, or (4) consumed alcohol in combination with other drugs, **IMMEDIATELY CALL THE STUDENT INFIRMARY'S 24-HOUR PHONE NUMBER: 684-3367**

If an intoxicated student can't be aroused, has suffered an injury, or seems to be in a life-threatening state, get the student to the **DUKE HOSPITAL EMERGENCY DEPARTMENT. THE E.R.'S 24-HOUR PHONE NUMBER: 684-2413**

Duke Public Safety can assist in transporting students to the Student Infirmary or the Emergency Department. **PUBLIC SAFETY PHONE NUMBER: 684-2444**

24-hour confidential advice on alcohol or drug-related emergencies can be obtained through the **EMERGENCY CARE PSYCHIATRIC NURSE (DURHAM COUNTY GENERAL HOSPITAL)** at 470-4000; or through **OAKLEIGH TREATMENT** at 470-6600.

INPATIENT TREATMENT

Oakleigh at Durham 470-6600
309 Crutchfield Street
Durham, NC 27704 1-800-782-1113

Charter Northridge 1-800-447-1800
400 Newton Road
Raleigh, NC 27615

OUTPATIENT TREATMENT

Duke Alcoholism and Addictions Program 684-3850
2213 Elba St. (Civitan Building)
Box 3074, Duke University Medical Center
Durham, NC 27710

Oakleigh at Durham 470-6600
309 Crutchfield Street
Durham, NC 27704

INDIVIDUAL COUNSELING

Duke Student Health—Substance Abuse Services 684-3620
Alcohol and Other Drugs —Jeanine Atkinson X332
Tobacco—Linda Carl X242
Healthy Devil Health Center, 113 House O

Duke Alcoholism and Addictions Program 684-3850
2213 Elba Street (Civitan Building)
Box 3074, Duke University Medical Center
Durham, NC 27710

Durham County Substance Abuse Services 560-7500
705 S. Mangum Street
Durham, NC 27701

SUPPORT GROUPS

Alcoholics Anonymous (AA) (286-9499). AA offers emergency support for alcoholics, in addition to their group meetings. Many have found that the 12 step program is the most helpful method of getting sober. There are AA groups near campus. Call Jeanine Atkinson at 684-3620, x332 for location/date/time.

Narcotics Anonymous (NA) (560-7500). This support group is for recovering drug abusers/addicts, or those who are currently abusing drugs, or members of their families, or friends. The 12 steps are used in this program. (919) 755-5391

ACOA/AL-ANON (684-3620). An ACOA/AL-ANON group is a self-help for family members group based on the 12-step model which focuses on dealing with the impact of living with or being close to an alcoholic. There are also ACOA/AL-ANON groups in Chapel Hill. The North Carolina Association for Children of Alcoholics is an information and referral service. (919) 851-3119.

INFORMATION/EDUCATION

Duke Student Health Education (684-3620). The Healthy Devil Health Education Center, 113 House O, offers a wide variety of information on alcohol, tobacco, other drugs, how to help a friend, decision-making and more. This walk-in service also provides videotapes, films, and books. Individual or group consultation, information, assessment, and referral appointments can be scheduled by calling the Substance Abuse Specialist at Health Education, 684-3620, x 332. Confidentiality is ensured.

Counseling and Psychological Services (660-1000). Counseling and Psychological Services (CAPS) is available for evaluation, consultation, and referral for substance abuse.

P.I.C.A.D. 660-DRUG. Peer Information and Counseling on Alcohol and Drugs, a Duke student peer group, offers information, education, consultation, and referral services. They are also available for group presentations. PICAD is located in House O, Room 113.

North Carolina Alcoholism Resource Center (493-2881). Offers an impressive array of free brochures on alcohol and other drugs, plus listings of area treatment and self-help

resources, including information on AA, NA, AL-ANON, NAR-ANON, and other support group meeting places and times.

1-800-COCAINE. An around-the-clock information and referral service, staffed by recovering cocaine addict counselors.

N.I.D.A. 1-800-662-HELP

For information in Spanish: 1-800-66AYUDA

A hotline maintained by the National Institute of Drug Abuse offers confidential information and referral.

N.C.A.D.I. (1-800-729-6668). The National Clearinghouse for Alcohol and Drug Information offers free print information on alcohol and other drugs.

Cancer Information Service (1-800-4-CANCER). Free telephone smoking cessation counseling, materials, support, referrals.

American Lung Association (1-919-834-8235). Self help materials available.

American Cancer Society (490-5785). Fresh Start smoking cessation programs, self help materials.

3/92

Appendix E

DUKE UNIVERSITY REGULATIONS CONCERNING PAYMENTS OF ACCOUNTS

Basic University policy requires that tuition and mandatory fees be paid in full prior to the beginning of each semester whether an invoice has been received or not. As part of the agreement of admission to Duke University, a student is also required to pay all monthly invoices for any additional charges as presented. These tuition payment plans will offer an alternative for payment of a portion of the charges billed each year. The *Monthly Payment Option* provides an opportunity to pay tuition, room, and board in ten (10) installments. The *Guaranteed Tuition Plan* (freshmen only) finances and guarantees the amount and rate of tuition for four (4) years through forty-four (44) equal installments (seven [7] semesters through thirty-nine [39] installments for January freshmen) financed at 9 1/2 percent interest. The *Prepaid Tuition Plan* guarantees tuition charges for four years of undergraduate study at the freshman rate. If full payment or arrangement for payment through the two plans is not received, a penalty charge as described below will be assessed on the next monthly invoice and also certain restrictions as stated below will be applied.

Late Payment Penalty Charge. If the "Total Amount Due" on an invoice is not received by its due date, the next invoice will show a penalty charge of 1 1/4 percent per month assessed on the past due balance regardless of the number of days past due. The "Past Due Balance" is defined as the previous balance less any payments and credits received on or before the due date and also less any student loan memo credits related to the previous balance which appear on the invoice.

Restrictions. An individual will be in default of this agreement if the "Total Amount Due" on the student invoice is not paid in full by the invoice due date. An individual who is in default will not be allowed to register for classes, receive a transcript of academic records, have academic credits certified, be granted a leave himself of absence, or have a diploma conferred upon graduation. In addition, an individual in default may be subject to withdrawal from school.

Telephone Numbers Frequently Used

ADMISSIONS	684-3214
Belvin, James—Director of Undergraduate Financial Aid	684-6225
BRYAN CENTER INFORMATION DESK	684-2323
Bryant, Martina—Associate Dean/Social Science/Trinity College	684-2075
BURSAR	684-3531
CAREER DEVELOPMENT CENTER	660-1050
Christmas, William—Director of Student Health	684-6721
COUNSELING AND PSYCHOLOGICAL SERVICES	660-1000
Dickerson, Janet Smith—Vice-President/Student Affairs	684-3737
Dowell, Earl—Dean of the School of Engineering	660-5389
DSG (Duke Student Government)	684-6403
Eldridge, Albert—Registrar	684-3146
EMERGENCY	911
ENGINEERING, SCHOOL OF	660-5386
EVENT ADVISING CENTER	684-3084
FINANCIAL AID	684-6225
Friedrich, John—Chairman of Department of Health, Physical Education, and Recreation	684-2202
HOUSING MANAGEMENT	684-5226
HEALTH, PHYSICAL EDUCATION, AND RECREATION	684-2202
INTERCULTURAL AFFAIRS	684-6756
INTERNATIONAL HOUSE	684-3585
Johns, Christa—Assistant Dean/Social Science and Study Abroad/Trinity College	684-2174
Keul, Norman—Assistant Dean/Pre-Majors/Trinity College	684-6217
Lattimore, Caroline—Assistant Dean/Social Science/Trinity College	684-3924
MINISTER TO THE UNIVERSITY	684-2177
Director of Counseling and Psychological Services	660-1000
Nijhout, Mary—Associate Dean/Natural Sciences/Trinity College	684-6536
PAGE BOX OFFICE	684-4444
PUBLIC SAFETY	684-2444
Shepard, Marion—Associate Dean/Engineering	660-5387
Singer, Kay—Assistant Dean/Natural Sciences/Premed Advisor/ Trinity College	684-6221
Starnes, Marian—Bursar	684-3531
STUDENT AFFAIRS	684-3737
STUDENT DEVELOPMENT	684-6313
STUDENT HEALTH	684-6721
Thomason, Fidelia—Director of Housing Management	684-5226
TRINITY COLLEGE	684-3465
UNION	684-2911
White, Richard—Dean of Trinity College	684-3465
Willimon, William—Dean of the Chapel	684-2177
Wilson, Gerald—Senior Associate Dean/Trinity College/Prelaw Advisor	684-2865
Wittig, Ellen—Associate Dean/Humanities/Trinity College	684-5585
EMERGENCY-911	



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1995-96

The Divinity School



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1995-96

The Divinity School

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Duke University does not discriminate on the basis of race, color, national origin, handicap, sexual orientation or preference, gender, or age in the administration of educational policies, admission policies, financial aid, employment, or any other university program or activity. It admits qualified students to all the rights, privileges, programs, and activities generally accorded or made available to students.

For further information about the Divinity School, call (919) 660-3400.

Information that the university is required to make available under the Student Right to Know and Campus Security Acts may be obtained from the Office of University Relations at 684-2823 or in writing at 615 Chapel Drive, Duke University, Durham, North Carolina 27706.

For information concerning Duke University's alcohol and drug policies, please refer to the *Bulletin of Information and Regulations*.

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Calendar of the Divinity School

Fall 1995

August	
23	Wednesday – Orientation for new students
24	Thursday – Orientation continues – Registration for new students
28	Monday, 12:00 noon – Fall semester classes begin Drop/add period begins
29	Tuesday, Divinity School Opening Convocation Duke University Chapel
30	Wednesday, 12:00 noon – Gilbert Greggs Honor Code Lecture
September	
8	Friday, 12:00 noon – Drop/add period ends
October	
13	Friday, 6:00 P.M. – Fall recess begins
18	Wednesday, 8:30 A.M. – Fall recess ends
25	Wednesday, Registration for spring semester
30	Monday-Wednesday, November 1 – Divinity School Convocation and Pastors' School, Gray Lectures and Hickman Lectures
November	
3	Friday, 4:00 P.M. – Last date to withdraw with "W"
22	Wednesday, 1:00 P.M. – Thanksgiving recess begins; 1:00 classes meet at 12:00
27	Monday, 12:00 noon – Classes resume
December	
7	Thursday, 9:30 P.M. – Fall semester classes end
12	Tuesday – Final examinations begin
15	Friday – Final examinations end

Spring 1996

January	
9	Tuesday – Orientation for new students
10	Wednesday – Registration for returning students Registration for new students
11	Thursday, 8:30 A.M. – Spring semester classes begin Drop/add period begins
24	Wednesday, 12:00 noon – Drop/add period ends
March	
8	Friday, 6:00 P.M. – Spring recess begins
18	Monday, 12:00 noon – Classes resume
27	Wednesday – Registration for fall semester begins
29	Friday, 4:00 P.M. Last day to withdraw with "W"
April	
4	Maundy Thursday – Classes do not meet
5	Good Friday – Classes do not meet
25	Thursday, 10:00 A.M. – Divinity School Closing Convocation Duke University Chapel
26	Friday, 2:00 P.M. – Spring semester classes end
30	Tuesday – Final examinations begin
May	
3	Tuesday – Final examinations end
11	Saturday – Divinity School baccalulareate
12	Saturday – Commencement exercises

University Administration

GENERAL ADMINISTRATION

Nannerl Overholser Keohane, Ph.D., *President*
John W. Strohbehn, Ph.D., *Provost*
Ralph Snyderman, M.D., *Chancellor for Health Affairs and Dean, School of Medicine*
Charles E. Putman, M.D., *Executive Vice-President for Administration*
Eugene J. McDonald, LL.M., *Executive Vice-President-Asset Management*
John F. Burness, A.B., *Senior Vice-President for Public Affairs*
John J. Piva, Jr., B.A., *Senior Vice-President for Alumni Affairs and Development*
John F. Adcock, B.S., *Vice-President and Corporate Controller*
Leonard C. Beckum, Ph.D., *Vice-President and Vice-Provost*
Tom A. Butters, B.A., *Vice-President and Director of Athletics*
Janet Smith Dickerson, M.Ed., *Vice-President for Student Affairs*
Joseph S. Beyel, M.S., *Vice-Chancellor for Medical Center Development and Alumni Affairs*
William J. Donelan, M.S., *Vice-Chancellor and Chief Financial Officer for Medical Center Administration*
Gordon G. Hammes, Ph.D., *Vice-Chancellor for Medical Center Academic Affairs*
Mark C. Rogers, M.D., *Vice-Chancellor for Health Services and Executive Director of Duke University Hospital*
R. C. "Bucky" Waters, M.A., *Vice-Chancellor for Special Projects, Duke University Medical Center*
David B. Adcock, J.D., *University Counsel*
N. Allison Haltom, A.B., *Secretary of the University*
William H. Willimon, M.Div., S.T.D., *Dean of the Chapel*

Divinity School Administration

EDUCATIONAL ADMINISTRATION

Dennis M. Campbell (1979), B.D., Ph.D., D.D., *Dean of the Divinity School*
Russell E. Richey (1986), B.D., Ph.D., *Associate Dean for Academic Programs*
B. Maurice Ritchie (1973), B.D., Th.M., *Associate Dean for Student Life and Field Education*
Carter S. Askren (1988), M.T.S., *Director of Communications*
Wesley F. Brown (1981), M.Div., *Associate Dean for Development and Alumni Affairs*
Gregory F. Duncan (1988), M.Div., *Director of Admissions*
F. Owen Fitzgerald (1990), B.D., D.D., *Special Assistant to the Dean*
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Kimberly W. Pair (1994), B.S., *Director of General Administration and Finance*
William C. Turner, Jr. (1989), M.Div., Ph.D., *Director of Black Church Affairs*

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Jackson W. Carroll (1993), B.D., Ph.D., D.D., *Director of the J.M. Ormond Center for Research, Planning, and Development*
Richard P. Heitzenrater (1993), B.D., M.Div., Ph.D., *Director, Wesley Works Editorial Project*
William B. Lawrence (1993), M.Div., M.Phil., Ph.D., *Associate Director of the J.M. Ormond Center for Research, Planning, and Development*

Division of Advanced Studies

Elizabeth Clark, Ph.D., *Director of Graduate Studies in Religion*

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Roger L. Loyd (1992), Th.M., M.L.S., *Director of the Divinity School Library*
Roberta A. Schaafsma (1993), B.A., A.M.L.S., M.A., *Librarian*
Tom Clark, B.A., *Circulation Librarian*
Mary Yordy, *Assistant Circulation Librarian*
Melissa Harrell, B.S., *Assistant to the Librarian*

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A. Gail Chappell, *Faculty Secretary*
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Wanda D. Dunn, *Word Processing Coordinator and Faculty Secretary*
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 Sheila M. Williams, *Financial Aid Assistant*

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- *Lloyd Richard Bailey (1971), B.D., Ph.D., *Professor of Old Testament*
 Teresa Berger (1985), L.Th., M.Th., Dr. Theol., Dipl. Theol., Dr. Theol., *Associate Professor of Ecumenical Theology*
 Dennis M. Campbell (1979), B.D., Ph.D., D.D., *Professor of Theology*
 Jerry D. Campbell (1985), M.Div., M.S. in L.S., Ph.D., *Professor of the Practice of Theological Bibliography*
 Jackson W. Carroll (1993) B.D., Ph.D., D.D., *Ruth W. and A. Morris Williams Professor of Religion and Society*
 James L. Crenshaw (1987), B.D., Ph.D., D.D., *Robert L. Flowers Professor of Old Testament*
 James Michael Efrid (1962), B.D., Ph.D., *Professor of Biblical Interpretation*
 +Gayle Carlton Felton (1989), M.Div., Ph.D., *Assistant Professor of Christian Nurture*
 Albert F. Fisher (1974), M.Div., D.D., *Adjunct Professor of Parish Work*
 Mary McClintock Fulkerson (1983), M.Div., Ph.D., *Associate Professor of Theology*
 Miriam Anne Glover-Wetherington (1991), M.A., M.Div., Ph.D., *Assistant Professor of Pastoral Care*
 Gilbert A. Greggs, Jr. (1993), M.Div., M.A., M.Phil., Ph.D., *Assistant Professor of Old Testament*
 Stanley Hauerwas (1984), B.D., M.A., M.Phil., Ph.D., D.D., *Gilbert T. Rowe Professor of Theological Ethics*
 Richard B. Hays (1991), M.Div., Ph.D., *Associate Professor of New Testament*
 Richard P. Heitzenrater (1993), B.D., M.Div., Ph.D., *Professor of Church History and Wesley Studies*
 Frederick Herzog (1960), Th.M., Th.D., D. Theol., *Professor of Systematic Theology*
 Willie J. Jennings (1990), M.Div., Ph.D., *Assistant Professor of Theology and Black Church Studies*
 Susan A. Keefe (1988), M.A., Ph.D., *Assistant Professor of Church History*
 **Thomas A. Langford (1956), B.D., Ph.D., D.D., *William Kellon Quick Professor of Theology and Methodist Studies*
 William B. Lawrence (1993), M.Div., M.Phil., Ph.D., *Professor of the Practice of Christian Ministry*
 Richard Lischer (1979), M.A., B.D., Ph.D., *Professor of Homiletics*
 Roger L. Loyd (1992), Th.M., M.L.S., *Professor of the Practice of Theological Bibliography*
 Keith Meador (1995), M.D., Th.M., M.P.H., *Associate Professor of the Practice of Pastoral Care*
 Priscilla Pope-Levison (1993), B.Mus., M.Div., Ph.D., *Assistant Professor of the Practice of Evangelism*
 Jefferson Powell (1989), A.M., M.Div., J.D., Ph.D., *Professor of Law and Divinity*
 Samuel Proctor (1993), B.D., Th.D., D.D., *Professor of the Practice of Christian Ministry*
 Russell E. Richey (1986), B.D., Ph.D., *Professor of Church History*
 Dwight Moody Smith, Jr. (1965), B.D., Ph.D., Litt.D., *George Washington Ivey Professor of New Testament*
 Harmon L. Smith (1962), B.D., Ph.D., *Professor of Moral Theology*
 William E. Smith (1989), S.T.B., Th.D., D.D., *Professor of the Practice of Christian Ministry*
 David Curtis Steinmetz (1971), B.D., Th.D., *Amos Ragan Kearns Professor of the History of Christianity*
 James L. Travis III (1987), M.Div., Ph.D., *Clinical Professor of Pastoral Care*
 Karen B. Westerfield Tucker (1989), M.Div., M.A., Ph.D., *Assistant Professor of Liturgics*
 William C. Turner, Jr. (1982), M.Div., Ph.D., *Assistant Research Professor of Theology and Black Church Studies*
 Grant Wacker (1993), Ph.D., *Associate Professor of the History of Religion in America*
 Geoffrey Wainwright (1983), M.A., D.D. (Cantab.), Dr. Theol., *Robert Earl Cushman Professor of Christian Theology*
 Brett Webb-Michell, (1995), M.Div., Th.M., Ph.D., *Assistant Professor of Christian Education*
 William H. Willimon (1984), M.Div., S.T.D., D.D., *Professor of Christian Ministry and Dean of the Chapel*

FACULTY, DEPARTMENT OF RELIGION

(Teachers in the graduate program in religion whose courses are open to Divinity School students.)

Kalman Bland (1973), Ph.D., *Associate Professor of Judaic Studies*
 Elizabeth Clark (1982), Ph.D., *John Carlisle Kilgo Professor of Christianity*
 Roger Corless (1970), Ph.D., *Associate Professor of History of Religions*
 Vincent J. Cornell (1991), Ph.D., *Assistant Professor of Religion*

*Research leave.

+Junior leave for fall semester.

**Sabbatical leave, 1994-95.

Hans Hillerbrand (1988), Ph.D., *Professor of Religion*
 Wesley A. Kort (1965), Ph.D., *Professor of Religion and Literature*
 C. Eric Lincoln (1976), Ph.D., *Professor of Sociology of Religion*
 Bruce B. Lawrence (1971), Ph.D., *Professor of History of Religions*
 Dale Martin (1988), Ph.D., *Assistant Professor of Religion*
 Carol L. Meyers (1979), Ph.D., *Associate Professor of Old Testament*
 Eric M. Meyers (1969), Ph.D., *Professor of Judaic Studies*
 Robert T. Osborn (1954), Ph.D., *Professor of Theology*
 Harry B. Partin (1964), Ph.D., *Associate Professor of History of Religions*
 Melvin K. H. Peters (1983), Ph.D., *Associate Professor of Old Testament*
 E. P. Sanders (1989), B.D., Th.D., M.A., D.Litt., D.Th., *Arts and Sciences Professor of Religion*
 Kenneth J. Surin (1987), Ph.D., *Associate Professor of Religion*
 Orval Wintermute (1958), Ph.D., *Professor of Old Testament*

EMERITI

Frank Baker (1960), B.D., Ph.D., *Professor Emeritus of English Church History*
 Waldo Beach (1946), B.D., Ph.D., *Professor Emeritus of Christian Ethics*
 William David Davies (1966), M.A., D.D., D.L.H., D.D., D.Th., F.B.A., *George Washington Ivey Professor Emeritus of Advanced Studies and Research in Christian Origins*
 Donn Michael Farris (1950), M.Div., M.S. in L.S., *Professor Emeritus of Theological Bibliography*
 Stuart C. Henry (1959), B.D., Ph.D., *Professor Emeritus of American Christianity*
 Osmond Kelly Ingram (1959), B.D., *Professor Emeritus of Parish Ministry*
 Creighton Lacy (1953), B.D., Ph.D., *Professor Emeritus of World Christianity*
 Roland E. Murphy (1971), M.A., S.T.D., S.S.L., Litt.D., *George Washington Ivey Professor Emeritus of Biblical Studies*
 M. Wilson Nesbitt (1958), B.D., D.D., *Adjunct Professor Emeritus of the Work of the Rural Church*
 McMurtry S. Richey (1954), B.D., Ph.D., *Professor Emeritus of Theology and Christian Nurture*
 Charles K. Robinson (1961), B.D., Ph.D., *Associate Professor Emeritus of Philosophical Theology*
 Grant S. Shockley (1983), M.Div., Ed.D., *Professor Emeritus of Christian Education*
 Dan O. Via (1984), B.D., Ph.D., Litt.D., *Professor Emeritus of New Testament*
 Franklin Woodrow Young (1968), B.D., Ph.D., *Amos Ragan Kearns Professor Emeritus of New Testament and Patristic Studies*

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 Marshall I. Pickens, Jr. (1995), Anderson, South Carolina
 Beverly M. Small (1997), Elizabeth City, North Carolina
 Charles M. Smith (1995), Raleigh, North Carolina
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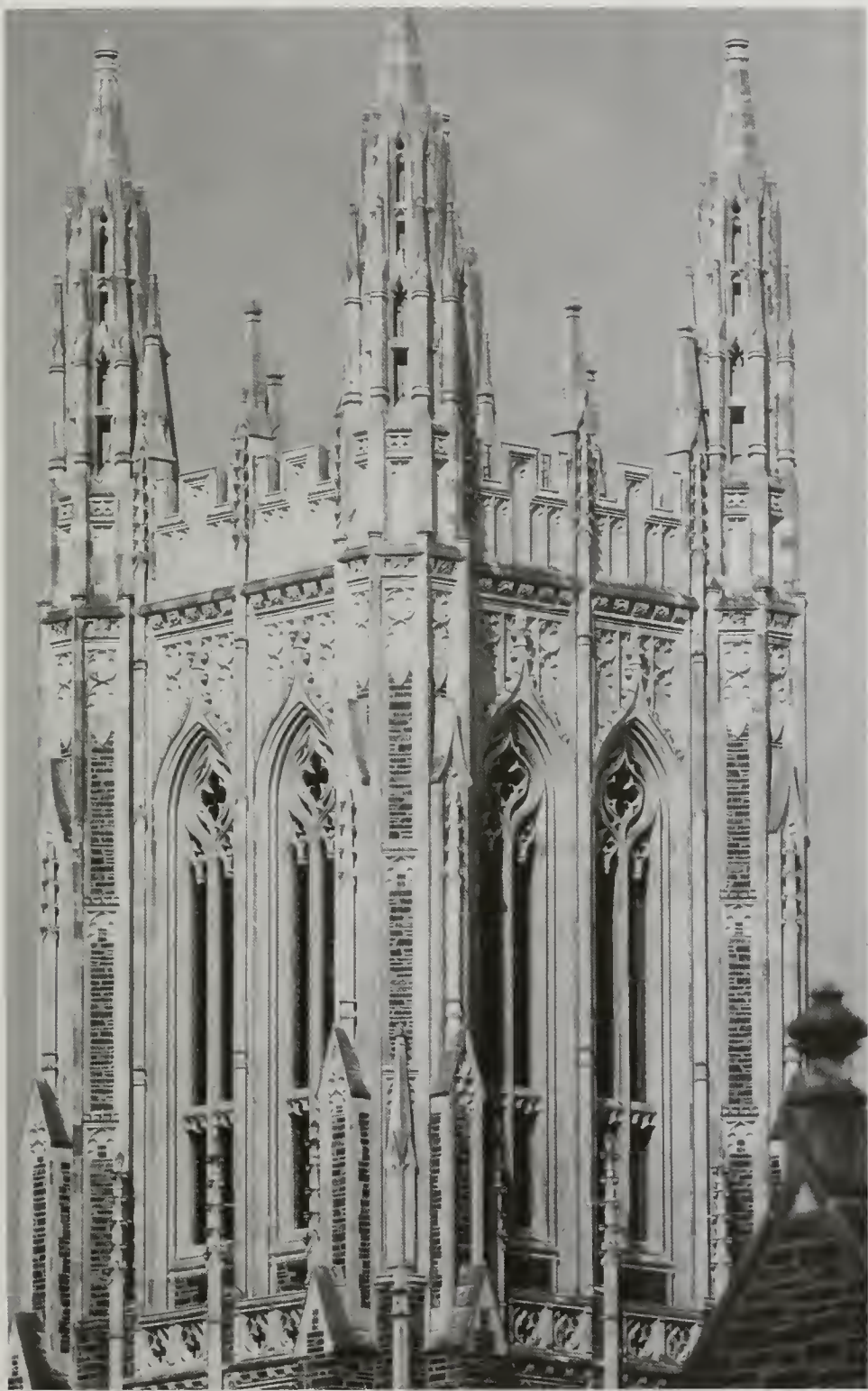
Emeriti

J. Seaborn Blair, Jr., Wallace, North Carolina
 Thelma Barclift Crowder, South Boston, Virginia
 Walter G. Canipe (1994), Charlotte, North Carolina

Julie C. Clarkson (1994), High Point, North Carolina
 Henry C. Duncan, Pinehurst, North Carolina
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 Ernest A. Fitzgerald, Winston-Salem, North Carolina
 F. Owen Fitzgerald, Jr., Raleigh, North Carolina
 Margaret B. Harvey, Kinston, North Carolina
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 L. Bevel Jones III, Charlotte, North Carolina
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 C. Leonard Richardson, Asheboro, North Carolina
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 Grant S. Shockley (1995), Atlanta, Georgia
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 James T. Tanner, Rutherfordton, North Carolina
 A. Morris Williams, Jr., Gladwyne, Pennsylvania
 M. Sherrill Williams, Newton Grove, North Carolina
 Gordon Wilson Yarborough, High Point, North Carolina

FREQUENTLY CALLED TELEPHONE NUMBERS

Switchboard	919-660-3400
Academic Dean	660-3428
Admissions	660-3436
Black Church Affairs	660-3444
Cokesbury Bookstore	660-3417
Communications	660-3412
Continuing Education	660-3448
Deans Office	660-3434
Development	660-3456
Field Education	660-3440
Financial Aid	660-3442
Library	660-3450
Registry	660-3428





Dean Dennis M. Campbell

Duke University

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*The Divinity School
Office of the Dean*

TELEPHONE (919) 660-3434
FACSIMILE (919) 660-3473

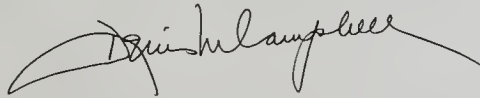
The Divinity School was the first of Duke University's graduate professional schools to open its doors after the university was founded. This priority is indicative of the central role the school plays in the total university. We take our university setting seriously and believe that the advantages of theological education in the middle of Duke University are considerable.

The quality of our student body has never been better. We enroll 475 students in the professional degree programs (M.Div., M.T.S., M.R.E., and Th.M.) and an additional 100 students in the M.A./Ph.D. program. Our students are men and women from over 200 undergraduate schools, 40 denominations, 37 states and 6 foreign countries. Women constitute approximately 48 percent of the total enrollment, and black students 10 percent. Most of our students receive substantial financial support in the form of scholarships and grants-in-aid, this year a total of \$1.2 million. Duke's program of financial aid is rightfully renowned.

While the accomplishments of its distinguished faculty and aggressive international programs earn it increasing prominence in theological education and the ecumenical world, the Divinity School enjoys exceptionally strong regional, denominational, and alumni support as well.

Duke's unique field education program emphasizes both remunerative employment and vocational preparation. The program's funding from The Duke Endowment makes it possible for our students to advance their competency in ministry while receiving substantial financial assistance.

We are a school of the Church and of the university; we are a school in the Wesleyan tradition and in the ecumenical tradition; we are a school committed to professional education for the practice of lay and ordained ministries and to graduate theological education, research, and scholarship. These are exciting times at the Divinity School as we seek bold and imaginative initiatives equal to the challenges of the late twentieth century.



Dennis M. Campbell
Dean

General Information



History

Duke University began as a simple, one-room school house in rural Randolph County, North Carolina. Established as Union Institute by Quakers and Methodists in 1838, it became Normal College in 1851. Normal was reorganized as Trinity College in 1859, when the Methodist Church became a major financial supporter. In 1892 Trinity College moved to Durham, North Carolina.

In 1924 James B. Duke established a trust fund for educational and charitable purposes. The chief beneficiary, Trinity College, became Duke University. The purpose for establishing the trust was clear: "I have selected Duke University as one of the principal objects of this trust because I recognize that education, when conducted along sane and practical, as opposed to dogmatic and theoretical lines, is, next to religion, the greatest civilizing influence. . . . And I advise that the courses at this institution be arranged, first, with special reference to the training of preachers, teachers, lawyers, and physicians, because these are most in the public eye, and by precept and example can do most to uplift mankind." The School of Religion began its work in the academic year 1926-27, and formal exercises for its opening were held on 9 November 1926. In 1940 the name was changed to the Divinity School.

During its history, the Divinity School has had outstanding teachers, scholars, and administrative leaders,* and its graduates have distinguished themselves by making significant contributions to the Church and the world. In 1964 a program of expansion was begun, culminating in February 1972, when the Divinity School doubled its physical facilities and moved into a handsome new building.

* Since the founding of the school in 1926, the following persons have served as deans or acting deans: Edmund Davidson Soper, 1926-28; Elbert Russell, 1928-41; Paul Neff Garber, 1941-44; Harvie Branscomb, 1944-46; Gilbert T. Rowe, acting dean of the faculty, 1946-47; Paul E. Root (elected in 1947 but died before assuming office); Harold A. Bosley, 1947-50; James Cannon III, acting dean 1950-51, dean 1951-58; Robert Earl Cushman, 1958-71; Thomas A. Langford, 1971-81; Jameson Jones, 1981-82; Dennis M. Campbell, 1982-.

The Role of the Divinity School

The Divinity School represents theological inquiry and learning within the greater university. By history and indenture, it stands within the Christian tradition, mindful of its distinctive lineage in and its continuing obligation to the United Methodist Church. The Divinity School, although United Methodist in tradition and dependency, receives students from many Christian denominations and offers its educational resources to representatives of the several communions who seek an education for church-related ministry. From its inception, it has been ecumenical in aspiration, teaching, and practice, as well as in its faculty. Educational policy has consistently aspired to foster a Christian understanding "truly catholic, truly evangelical, and truly reformed."

The principal purpose of the Divinity School is the professional education for the ministry, which in today's world is manifested in a variety of forms. Although the conventional and inherited styles of ministry are now undergoing change, the Divinity School curriculum continues to prepare students for informed and discriminating discharge of the historic offices of church and congregation through the ministry of word and sacrament, pastoral care, and teaching. The Divinity School believes these offices will remain, although the form and context of the local church may change.

With this in mind, the Divinity School tries to prepare students for the mature performance of their vocation. It hopes to develop in each graduate a disciplined intelligence, informed by sound learning and equipped for worthy professional service. Its resources are offered to students with a diversity of ministerial aims, although the school seeks, by recruitment and financial support, to prepare persons for ordination or lay professional vocations in the churches. In all its endeavors, the Divinity School aims to serve Jesus Christ through service to the Church and the world.

The Relation of the Divinity School to Duke University

The Divinity School is an integral part of the university and shares fully in its activities, privileges, and responsibilities. The Sunday services in the university chapel give Divinity School students each year an opportunity to hear several of the country's leading preachers. The university libraries make a rich collection of books and other materials easily accessible. Without paying additional fees, selected courses in the graduate and professional schools are open to Divinity School students, as well as the general, cultural, and recreational resources of the university.

Library Resources

Divinity School Library. The Divinity School Library contains a collection of more than 295,000 volumes in the field of religion and related disciplines and affords an unusual wealth of material for the seminary student. Although an integral part of the university's twelve-unit library system, which possesses more than 4,000,000 volumes, the Divinity School Library has its own separate facilities in the Divinity School building. Its book collection is operated on the open stack system, and its reading rooms provide study facilities for students, space for the special reference collection in religion, and for the more than 600 religious periodicals to which the library currently subscribes.

Staffed by a librarian and a reference librarian trained in both theology and library administration, by a supporting staff of three persons, and by a number of student assistants, the Divinity School Library offers a variety of reference services to assist the student in selecting and locating materials. The staff, in cooperation with the faculty, maintains a book and periodical collection to support basic course work as well as advanced research in all major fields of religious studies.

The Divinity School Library is adjacent to the Perkins Library. The seminary student may use the resources and facilities of the Perkins Library, some of which include manuscripts, archives, public documents, newspapers, periodicals, microfilms, maps,

rare materials (among which are eighty-one prized ancient Greek manuscripts), and reference assistance. There is a provision for borrowing books from the libraries of the University of North Carolina and other neighboring institutions.

Center for Studies in the Wesleyan Tradition

The Center for Studies in the Wesleyan Tradition was founded in 1979 and is supported by a permanent endowment of the Divinity School designated for its use. The center supports a wide variety of programs designed to advance teaching, research, and publication in Wesleyan history and theology.

Library. The Baker Collection is one of the two largest and finest collections of Wesley and Methodist materials extant. Named for Professor Emeritus Frank Baker, the world's foremost authority on John Wesley, and editor of the bicentennial edition of Wesley's works, a project based at Duke Divinity School, the Baker Collection is an unparalleled resource.

Visiting Professors. The center brings distinguished visiting professors to teach in the Divinity School. Recently, Dr. David Stacey, principal of Wesley College, Bristol, England, and Dr. Jose Miguez Bonino, professor of theology and ethics at the Protestant Theological Seminary in Buenos Aires, Argentina, served in this capacity. Visiting this past year was Timothy Macquiban, Director of the Wesley and Methodist Studies Center, Westminster College, Oxford.

Visiting Scholars. The center makes research grants to scholars from around the world to work for various periods of time in the Divinity School. Among those who have served recently are Bishop Ole Borgen, United Methodist Bishop of Sweden, Norway,



Denmark, Finland, and Estonia, and Professor Morna Hooker, Lady Margaret Professor of Divinity, Cambridge University, England.

Visiting Lecturers. The center has an extensive program of visiting lecturers that exposes students and faculty of the Divinity School to leading figures in the Wesleyan tradition from throughout the world. Most recently these included: Professor Peder Borgen, University of Trondheim, Norway; Dr. Manfred Marquardt, the Methodist Theological Seminary, Reutlingen, Germany; Ruediger Minor, bishop of the Eurasia Area, Moscow, Russia; the Reverend Helmut Nausner, district superintendent, Vienna, Austria; Professor Norman Young, Queens College, the University of Melbourne, Australia; and Walter Klaiber, bishop of Frankfurt, Germany.

Publications. The center is committed to a program of scholarly publication. In 1983, support was given for preparation of a reader in theology in the Wesleyan tradition that was published in 1984. The center is currently translating *Theologie in Hymnen*, a study by Teresa Berger of Charles Wesley's hymnody. Professor Richard Heitzenrater will oversee the Wesley Works Project, a thirty-five volume collection of John Wesley's writings.

Faculty Committee. Divinity School faculty related to the center include Gayle C. Felton, Richard Heitzenrater, Thomas A. Langford, William B. Lawrence, Russell E. Richey, Geoffrey Wainwright, Karen Westerfield Tucker, and Dennis M. Campbell, dean and chairman.



Faculty



Associate Professor of New Testament Richard Hays.

Faculty

The faculty of Duke University Divinity School is regarded as one of the world's strongest theological faculties. The faculty is committed to excellence in teaching, research, publication, and service to the Church, the university, and the wider community. The Duke faculty is particularly well-known for its strong commitment to the Church and its ministry. The faculty is very diverse including persons who come from all over the United States and the world. Virtually all major Christian traditions are represented, and identity with specific communities within the Christian tradition is taken seriously by faculty members. Because of its distinguished faculty, the Divinity School is an international center for research and publication in the theological disciplines and for reflection on the practice of ministry in the late twentieth century.

Faculty Biographical Information

Lloyd Richard Bailey, *Professor of Old Testament*. B.A., B.D. (Duke University); Ph.D. (Hebrew Union College-Jewish Institute of Religion).



Professor Bailey's academic interests include biblical studies (primarily Pentateuch and Prophetic Literature), the problem of utilizing ancient texts as scripture ('text to sermon'), Ancient Near Eastern civilization and archaeology, and perspectives on aging, dying, and death. In these areas he has written and edited nearly two dozen books, more than thirty articles in journals and encyclopedias, and has prepared curriculum and media units for the United Methodist Church. He currently serves on the editorial boards of *Biblical Archaeologist* and *Quarterly Review*, is a past president of the Society of Biblical Literature (Southeastern Region), and is an elder in the Western North Carolina Annual Conference of the United Methodist Church. Prior to joining the Duke faculty, he taught at Union Theological Seminary in New York. Dr. Bailey is the author of *Genesis, Creation, and Creationism*.

Teresa M. Berger, *Associate Professor of Ecumenical Theology*. M.Th., Dipl. theol. (Mainz University, West Germany); L.Th. (St. John's College, Nottingham, England); Dr. theol. (University of Heidelberg); Dr. theol. (University of Munster).



Professor Berger's academic interests are in ecumenical and liturgical theology. The author of four books, Dr. Berger has published research on the liturgical thinking of nineteenth-century Tractarianism, as well as on an ecumenical theology of worship, and on women and worship. She held a visiting position at the Roman Catholic faculty of the University of Mainz (West Germany), where she taught liturgical theology. She serves on the editorial board of *Studia Liturgica*, of which she is the review editor.

Dennis M. Campbell, *Dean of The Divinity School and Professor of Theology*. A.B. (Duke University); B.D. (Yale University); Ph.D. (Duke University); D.D. (Florida Southern).



Dean Campbell teaches in systematic theology. His particular research interests are in ecclesiology, including theology of ministry, and ethics. His books include *Authority and the Renewal of American Theology*; *Doctors, Lawyers, Ministers: Christian Ethics in Professional Practice*; *The Yoke of Obedience: The Meaning of Ordination in Methodism*; and *Who Will Go for Us? An Invitation to Ordained Ministry*. He has written numerous articles for journals and also served as a professor at the undergraduate level. An elder in the United Methodist Church, he has three times been a delegate to General Conference and is a member of the World Methodist Council. He was a delegate to the 1991 World Council of Churches Seventh International Assembly in Canberra, Australia. He serves on the Accrediting Commission of the Association of Theological Schools in the U.S. and Canada. Through his participation in several major academic boards, Dean Campbell is a national leader in U.S. higher education.

Jerry D. Campbell, *Professor of the Practice of Theological Bibliography*. B.A. (McMurry College); M.Div. (Duke University); M.S. (University of North Carolina); Ph.D. (University of Denver).



Dr. Campbell's principal efforts are directed toward ensuring that the Divinity School provides the resources necessary to support the research and study of faculty and students. He is concerned both with bringing resources to the Divinity School Library and with making them available for use as quickly as possible. His interests range from scholarly publishing to the computer automation of library practices. He also serves the wider university as vice-provost for library affairs and university librarian. Dr. Campbell, an ordained United Methodist clergyman, is a member of the University United Methodist Church Charge Conference in Chapel Hill. In University United Methodist Church, he chairs the Church and Society Work Area, occasionally teaches Sunday School, and assists the staff in other ways as needed.

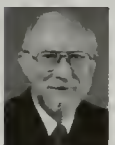
Jackson Carroll, *Ruth W. And A. Morris Williams Professor of Religion and Society and Director of the J.M. Ormond Center*. B.A. (Wofford College); B.D. (Duke University); Ph.D. (Princeton Theological Seminary); D.D. (Wofford College).



Dr. Carroll is known for using sociological methods to aid the church's understanding of its relation to society. An ordained United Methodist minister, Carroll served a Methodist chaplaincy at Duke University from 1961 to 1965, taught at Emory University and Hartford Seminary, and is a member of the Western North Carolina Conference.

Dr. Carroll's scholarship encompasses five distinct, yet related areas of research: congregational studies, the nature and practice of ministry, women in ministry, main-line Protestantism, and theological education. His numerous books and articles, many of which are collaborations with other authorities in the field, illustrate his focus on these concerns. Dr. Carroll is the author of several books, including *As One with Authority*, *Women of the Cloth*, *Carriers in Faith: Lessons from Congregational Studies*, and *Handbook of Congregational Studies*, that have impacted upon local congregations and scholars.

James L. Crenshaw, *Robert L. Flowers Professor of Old Testament*. B.A. (Furman University); B.D. (Southern Baptist Theological Seminary); Ph.D. (Vanderbilt University); D.D. (Furman University).



Professor Crenshaw's academic interests are in literary and theological interpretations of the Hebrew Bible. He teaches courses on biblical theology, wisdom and prophetic literature, prayer in the Old Testament, narrative art in the Hebrew Bible, the problem of evil, Job, Ecclesiastes, Proverbs, and introduction to the literature and history of ancient Israel. Among his publications are *Prophetic Conflict*, *Samson*, *Old Testament Wisdom*, *A Whirlpool of Torment*, *Ecclesiastes*, and *Story and Faith*. A former editor of the Society of Biblical Literature monograph series, he currently edits a series, *Personalities of the Old Testament*. A Baptist minister, he has been active in Baptist and Christian (Disciples of Christ) churches for over three decades. Before joining the Duke faculty, Professor Crenshaw taught at Atlantic Christian College, Mercer University, and Vanderbilt Divinity School.

James Michael Efird, *Professor of Biblical Interpretation*. A.B. (Davidson College); M.Div. (Louisville Presbyterian Theological Seminary); Ph.D. (Duke University).



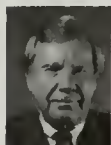
Having served on the Duke Divinity School faculty since 1962, Professor Efird has concentrated on making biblical scholarship understandable and useful for men and women preparing primarily for parish ministry. In addition, he has taken this approach to the laity of the Church in many different denominations. Professor Efird's teaching, research, and writing cover the broad spectrum of both the Old and the New Testaments and are reflected in thirteen books and in over fifty articles in various journals and Bible dictionaries.

Gayle Carlton Felton, *Assistant Professor of Christian Nurture*. B.A. (North Carolina Wesleyan College); M.Div. (Duke University); Ph.D. (Duke University).



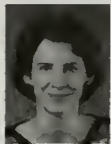
Professor Felton specializes in the teaching ministry of the Church. In addition to Christian education, her academic interests include women's studies, Methodism, and American Christianity. Her current research is in the theology and practice of baptism, and she serves as a member of the General Commission on Baptism of the United Methodist Church. She is an ordained ministerial member of the North Carolina Conference and a member of the Board of Trustees of North Carolina Wesleyan College. She is the author of *This Gift of Water*.

Albert F. Fisher, *Adjunct Professor of Parish Work*. A.B. (Duke University); B.D. (Duke University); D.D. (North Carolina Wesleyan College).



Albert Fisher has been with the Rural Church Division of The Duke Endowment since 1974, serving as director since 1977. As director of the Rural Church Division, he is responsible for making requests to the Trustees of The Duke Endowment from eligible beneficiaries. Many of the grants made through the Rural Church Division are made to Duke Divinity School or to students in the Divinity School who serve as student pastors or assistant pastors in rural United Methodist churches in North Carolina. Prior to joining The Duke Endowment, Professor Fisher was a pastor and a district superintendent in the North Carolina Conference. He is a member of the Board of Visitors of Duke Divinity School, a past president of the Divinity School Alumni Association, and a past president of the Duke University General Alumni Association.

Mary McClintock Fulkerson, *Associate Professor of Theology*. B.M. (University of North Carolina at Chapel Hill); M.Div. (Duke University); Ph.D. (Vanderbilt University).



Professor McClintock Fulkerson's primary teaching interests are contemporary Protestant theology, authority in theology, ecclesiology, and feminist theologies, as well as nineteenth-century German Protestant thinkers. Her current research and publishing is in feminist theologies. She has published in such journals as *Journal of the American Academy of Religion* and *Journal of Feminist Studies in Religion*. Professor McClintock Fulkerson has served on the New Hope Presbytery Examination Committee and currently serves on the National Task Force on Theology and Practice of Ordination of the Presbyterian Church (U.S.A.).

Miriam Anne Glover-Wetherington, *Assistant Professor in Pastoral Care*. A.B. (Duke University); M.Div. (Harvard University); M.A. (Wake Forest University); Ph.D. (Southern Baptist Theological Seminary).



An ordained Baptist minister, Miriam Anne Glover-Wetherington served two churches in Virginia and was a hospital chaplain in Columbia, South Carolina. Her research has focused on how unconscious prejudice can enter into counseling through a failure to recognize underlying presuppositions. She recently completed her dissertation, "The Significance of Systematic Paradigms for Pastoral Counseling with Women, M.Div. Seminar." "

Gilbert A. Gregg, Jr., *Assistant Professor of Old Testament*. B.A. (Amherst College); M.Div. (Yale University); M.A., M.Phil., Ph.D. (Yale University).



Dr. Gregg came to the Divinity School from the University of Missouri-Columbia, where he was assistant professor of Hebrew Bible. A recipient of several teaching awards, he brings to Duke an excellent record in the classroom. His forthcoming book, based on his dissertation, is entitled *Priest, Prophet, and Apocalyptic*. A native of Baltimore, Dr. Gregg is an ordained minister of the United Methodist Church.

Stanley M. Hauerwas, *Gilbert T. Rowe Professor of Theological Ethics*. B.A. (Southwestern University); B.D., M.A., M.Phil., Ph.D. (Yale University); D.D. (University of Edinburgh).



Professor Hauerwas works in the field of theological ethics where he has sought to recover the significance of the virtues for understanding the nature of the Christian life. This has led him to emphasize the importance of the Church as well as narrative for understanding the nature of Christian existence. His work has been characterized by cutting across disciplinary lines as he is in conversation with systematic theology, philosophical theology, philosophical ethics, and political theory, as well as the philosophy of social science. He has published several books, but perhaps the best known are *The Peaceable Kingdom*, *A Community of Character*, and (with Will Willimon) *Resident Aliens: Life in the Christian Colony*. His most recent book is *After Christendom?* He lectures widely to church and academic audiences, but his work clearly indicates that his fundamental interest is in the upbuilding of moral discourse within the contemporary Christian community.

Richard B. Hays, *Associate Professor of New Testament*. B.A. (Yale University); M.Div. (Yale University); Ph.D. (Emory University).



Professor Hays, who is noted for his work in the fields of Pauline theology and New Testament ethics, has focused attention on the theologically innovative ways in which the New Testament writers employed Israel's Scripture. He is the author of three books: *Echoes of Scripture in the Letters of Paul*, *The Faith of Jesus Christ*, and the forthcoming *New Testament Ethics: Community, Cross, New Creation*. He has also published numerous articles and reviews in scholarly journals, including the *Journal of Biblical Literature* and the *Journal of Religious Ethics*. He formerly chaired the Pauline Epistles Section of the Society of Biblical Literature, and he currently serves on the Editorial Boards of the *Journal of Biblical*

Literature and of *New Testament Studies*. Professor Hays is an ordained United Methodist minister in the North Georgia Conference.

Richard Heitzenrater, *Professor of Church History and Wesley Studies*, B.A., M.Div., Ph.D., (Duke University).



Dr. Heitzenrater is acknowledged as the major Wesley scholar of his generation. Best known for his discovery of the "key" to Wesley's Oxford diaries, Heitzenrater's breakthrough illuminates the importance of the Oxford period for Wesley's life and work, and continues to shape the course of Wesley studies. Professor Heitzenrater comes to Duke from the Perkins School of Theology at Southern Methodist University (SMU), where he was Albert C. Outler Professor of Wesley studies. At Duke, Dr. Heitzenrater continues as general editor and director of the Wesley Works Project, an international publishing venture that has yielded thirteen of an intended thirty-five volumes on Wesley's writings. Professor Heitzenrater's own contribution to the Wesley Works Project is his edition of four volumes for the *Journals and Diaries*, important tools for general historians of the eighteenth century. Heitzenrater is author of *Diary of an Oxford Methodist: Benjamin Ingham, 1733-1734*, the two-volume *The Elusive Mr. Wesley, Mirror and Memory: Reflections on Early Methodism*, and the forthcoming book, *Wesley and the People Called Methodist*.

Frederick Herzog, *Professor of Systematic Theology*. (Bonn University, Basel University); Th.M., Th.D. (Princeton Theological Seminary); D. Theol. (Bonn University).



Prior to joining the Divinity School faculty in 1960, Professor Herzog was pastor in his native North Dakota and on the faculty of what is now United Theological Seminary of the Twin Cities. His research centers in nineteenth-century Protestant thought, the polarization of systematics and dogmatics, philosophical method in religious studies and the development of a new paradigm of theology. Since the Civil Rights era he has shaped liberation theology as hermeneutical focus in the North American context. His publications include *Understanding God, Liberation Theology, Justice Church*, and *God-Walk: Liberation Shaping Dogmatics*. As member of Commissions of the United Church of Christ (and World Council of Churches) he has worked on concrete ecumenical union, doctrinal renewal, and globalization of theological education. He is also a member of the Oxford Institute of Methodist Theological Studies. Professor Herzog is an ordained minister of the United Church of Christ.

Ann I. Hoch, *Director of Student Life and Associate Director of Field Education*. B.A. (Austin College); M.Div. (Austin Presbyterian Theological Seminary); Ph.D. (Princeton Theological Seminary).



An ordained Presbyterian minister, Ann Hoch completed the Ph.D. in homiletics at Princeton Theological Seminary. A graduate of Austin Presbyterian Theological Seminary in Austin, Texas, she served two pastorates before returning to Austin as dean of students and director of admissions. While at Princeton she served a church in rural New Jersey, taught preaching, and worked as coordinator of student financial aid.

Willie J. Jennings, *Assistant Professor of Theology and Black Church Studies*. B.A. (Calvin College); M.Div. (Fuller Theological Seminary); Ph.D. (Duke University).



Willie Jennings' teaching and research include systematic and philosophical theology. He also teaches in black, liberation, and Third World theologies and black church studies. Mr. Jennings is a native of Michigan and an ordained Baptist minister. He recently has served as interim minister of a Presbyterian church in Oxford, North Carolina.

Susan A. Keefe, *Assistant Professor of Church History*, B.A. (University of Pennsylvania); M.A., Ph.D. (University of Toronto).



Professor Keefe joined the faculty as assistant professor of Church history in 1988 after a year as an Andrew W. Mellon Faculty Member in the Humanities at Harvard. Prior to that she taught at Davidson College. She received her doctorate in Medieval Studies from the Centre for Medieval Studies, University of Toronto, in 1981. Her dissertation and publications examine the teaching and celebration of the sacraments of Christian initiation across Carolingian Europe using baptismal instructions written for parish priests.

Thomas A. Langford, *William Kellon Quick Professor of Theology and Methodist Studies*. B.A. (Davidson College); B.D., Ph.D. (Duke University); D.D. (Davidson College).



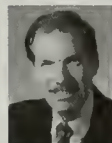
Professor Langford's academic interests are in systematic and philosophical theology, in British theology, and in theology in the Wesleyan tradition. His explorations focus on the relation of theology to culture. *Philosophy of Religion, Intellect and Hope, Practical Divinity, Christian Wholeness, Prayer and the Common Life*, and *Theology in the Wesleyan Tradition: A Sourcebook* are among his publications. His activity in the university as provost and in the United Methodist Church also reflects his interests. He helped write the section on ministry in *The Book of Discipline of the United Methodist Church* and is the principal author of the current statement on the mission of the church. An elder in the Western North Carolina Conference, he has served as a delegate to Jurisdictional and General Conferences since 1972. Dr. Langford was dean of the Divinity School 1971-1981.

William B. Lawrence, *Professor of the Practice of Christian Ministry*. A.B. (Duke University), M.Div. (Union Theological Seminary); M.Phil., Ph.D. (Drew University)



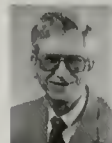
Dr. Lawrence is an ordained United Methodist minister in the Wyoming Conference (Pennsylvania), Dr. Lawrence has served pastoral appointments in New York and Pennsylvania and was most recently superintendent of Wilkes-Barre District. He has published articles in the *Dictionary of Christianity in America*, *Quarterly Review*, *Fifty Popular Leaders in American Religion*, and *Biblical Preaching Journal*. His current research interest centers on the tension between autocratic and consensus models of church leadership, especially as embodied in John Wesley. He is associate director of the J. M. Ormond Center for Research, Planning, and Development.

Richard Alan Lischer, *Professor of Homiletics*. B.A. (Concordia Senior College); M.A. (Washington University); B.D. (Concordia Seminary); Ph.D. (University of London).



A native of St. Louis, Professor Lischer's graduate theological training is in systematic theology. He is an ordained minister in the Evangelical Lutheran Church in America and has nine years of pastoral experience in rural and suburban settings. He joined the faculty of the Divinity School in 1979 and teaches in the areas of homiletics and ministry. In his scholarly work Dr. Lischer has sought to portray proclamation as an integrated theological activity. He has published widely in the areas of theology, ministry, and preaching. His books, *A Theology of Preaching* and *Theories of Preaching* deal with the theological and rhetorical bases of preaching. *Speaking of Jesus* reflects his parish experiences with grassroots evangelism. His new book *Preacher King: Martin Luther King, Jr. and a Word that Moved America* is a study of Martin Luther King as preacher.

Roger L. Loyd, *Professor of the Practice of Theological Bibliography*. B.A. (McMurry College); M.Th. (Southern Methodist University); M.L.S. (North Texas State University).



Professor Loyd came to us from Perkins Theological Seminary, where he was associate librarian and assistant professor of theological bibliography for eleven years. An ordained United Methodist minister, Loyd has served pastoral and campus ministry appointments. He is the editor of *A History of the Perkins School of Theology* by Lewis Howard Grimes.

Priscilla Pope-Levison, *Assistant Professor of the Practice of Evangelism*. B.Mus. (DePauw University); M.Div. (Duke University); Ph.D. (University of St. Andrews).



Professor Pope-Levison's research focuses both on evangelism and christology in context. Her book, *Evangelization from a Liberation Perspective*, was selected by the *International Bulletin of Missionary Research* as one of fifteen outstanding books for mission studies in 1991. Her most recent book is *Jesus in Global Contexts*, co-authored with John R. Levison. Since 1987, Dr. Pope-Levison has been assistant editor of *Catalyst*, a periodical on "contemporary evangelical perspectives" published for United Methodist seminarians. In the American Academy of Religion, she serves on the steering committee of the evangelical theology group, and as co-chair of the evangelical feminist theology section. Dr. Pope-Levison previously taught at North Park Theological Seminary.

Keith G. Meador, *Associate Professor of the Practice of Pastoral Care*. B.A. (Vanderbilt University); M.D. (University of Louisville); Th.M. (Duke University); M.P.H. (University of North Carolina at Chapel Hill).



A physician and board certified psychiatrist, Dr. Meador has served on the faculties of the School of Medicine and Divinity School at Vanderbilt University and Duke University. His joint appointment in the Divinity School and the School of Medicine builds on his clinical, research, and teaching background in religion and psychiatry. The confluence of his training in public health, aging and human development, and theology has lead to numerous publications and national presentations regarding religion, aging, and mental health. He lectures regularly to groups in the Christian community regarding mental health, pastoral care, and the Church. He is a member of the Group for the Advancement of Psychiatry-Psychiatry and Religion Committee and is an active member of the Presbyterian Church (U.S.A.)

Jefferson Powell, *Professor of Law and Divinity, jointly with the Law School*. B.A. (St. David's University College in Wales); M.Div., J.D. (Yale University); A.M., Ph.D. (Duke University).



Professor Powell's teaching and research interests in the Divinity School are in Christian theological ethics and in the theological interpretation of contemporary society. His legal publications have been primarily in American constitutional history and theory and include a book, *Languages of Power* (1991). He is a lay Episcopalian and a parishioner at the Chapel of the Cross, Chapel Hill.

Russell E. Richey, *Associate Dean for Academic Programs and Professor of Church History*. B.A. (Wesleyan University); B.D. (Union Theological Seminary); M.A., Ph.D. (Princeton University).



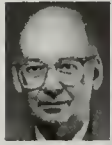
Before coming to Duke, Professor Richey was on the faculty of Drew University where he taught American church history and served terms as dean of students in the Theological School and as assistant to the president. He teaches in American Christianity and American Methodism. His most recent books are *Ecumenical and Interreligious Perspectives: Globalization in Theological Education*, and *Early American Methodism, Perspectives on American Methodism, Reimagining Denominationalism*. Professor Richey is an elder in the North Carolina Conference of the United Methodist Church.

B. Maurice Ritchie, *Associate Dean for Student Life and Director of Field Education*. B.A. (Davidson College); B.D. and Th.M. (Duke University).



The Reverend B. Maurice Ritchie specializes in the practice of ministry and the training of persons for ministry in parishes, institutions, chaplaincies, and a variety of other settings. His own experience includes service as a parish minister, as college chaplain, and a professor at the undergraduate level. He previously served the Divinity School as director of admissions and student affairs. He is an elder in the Western North Carolina Conference and a member of the Board of Ordained Ministry of that Conference and of the Southeastern Jurisdiction.

Dwight Moody Smith, *George Washington Ivey Professor of New Testament*. B.A. (Davidson College); B.D. (Duke University); M.A., Ph.D. (Yale University); Litt. D. (Davidson College).



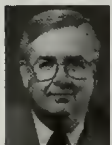
Professor Smith's *Composition and Order of the Fourth Gospel* appeared in 1965. Subsequently, his contributions to Johannine scholarship have taken the form of articles, essays, and reviews, the most notable of which were published in *Johannine Christianity*. His textbook, with Robert A. Spivey, *Anatomy of the New Testament*, is currently in its fourth revised edition. *John*, in the Proclamation Commentaries Series, appeared in a revised edition in 1986. He has published *Interpreting the Gospels for Preaching*, as well as articles in the *Interpreter's Dictionary of the Bible*, *Harper's Bible Dictionary*, and Macmillan's *Encyclopedia of Religion*. He has been a postdoctoral fellow of the Lilly Foundation (Zurich Foundation), the Guggenheim Foundation (Cambridge University), the Association of Theological Schools, and the Center for Theological Inquiry (Princeton). From 1960 to 1965, he taught at the Methodist Theological School in Ohio. He is an elder in the South Carolina Annual Conference.

Harmon L. Smith, *Professor of Moral Theology and Professor of Community and Family Medicine*. B.A. (Millsaps College); B.D., Ph.D. (Duke University).



Professor Smith's teaching centers in systematic Christian ethics and medical ethics. His principal research interests are in ethical method, decision theory, and ethics and medicine. He has been a visiting professor in several universities both here and abroad, and has lectured in more than 150 colleges and universities, and more than 75 hospitals and medical schools, in the U.S., Canada, and Europe. His most recent book is *Professional Ethics and Primary Care Medicine* (with Larry Churchill). He is a priest of the Episcopal Church, canonically resident in the Diocese of North Carolina.

David C. Steinmetz, *Amos Ragan Kearns Professor of the History of Christianity*. B.A. (Wheaton College); B.D. (Drew University); Th.D. (Harvard University).



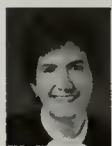
Professor Steinmetz is a specialist in the history of Christianity in the late Middle Ages and Reformation. Before coming to Duke in 1971, he taught at Lancaster Theological Seminary of the United Church of Christ. In 1977, he was a visiting professor at Harvard University and a Guggenheim Fellow at Cambridge University. A former president of the American Society of Church History (1985), he has written numerous books and articles in his field, including *Luther and Staupitz*, *Luther in Context*, and *Memory and Mission: Theological Reflections on the Christian Past*. He is a United Methodist minister and a member of the North Carolina Conference.

James L. Travis III, *Clinical Professor of Pastoral Care*. B.A. (Mississippi College); B.D., Th.M. (Southern Baptist Theological Seminary); Ph.D. (Emory University).



Professor Travis' clinical and academic interests have combined over twenty-five years of pastoral care and education in psychiatric and general hospitals. Earlier publications address issues such as New Testament implications for pastoral care and counseling, and liturgical worship in a psychiatric hospital. Certified as a chaplain supervisor by the Association for Clinical Pastoral Education, he is interested in the formation and development of persons in the pastoral role, medical ethics, and pastoral care. His research interests include the relationship of pastoral care to health care and the measurement of objectives in CPE programs. Dr. Travis is chaplain to Duke University Hospital and director of pastoral services at Duke University Medical Center.

Karen B. Westerfield Tucker, *Assistant Professor of Liturgics*. B.A. (Emory and Henry College); M.Div. (Duke University); M.A., Ph.D. (University of Notre Dame).



An elder in the United Methodist Church, Karen Westerfield Tucker has served as a local church pastor and as a campus minister in the Central Illinois Conference. She is also a trained musician, frequently serving as a church organist and choir director. Her academic interests include American Methodist liturgies, Wesleyan and American hymnody, and the pastoral dimensions of liturgy. Her recently completed dissertation explores the development of American Methodist services of marriage and burial.

William C. Turner, Jr., *Assistant Research Professor of Theology and Black Church Studies*. B.S., M.Div., Ph.D. (Duke University).



Professor Turner held positions within Duke University in student affairs and Afro-American Studies before joining the Divinity School faculty. His ongoing work focuses on pneumatology and the tradition of spirituality and preaching within the black church. Articles on "Black Evangelicalism," "The Musicality of Black Preaching," and "The Black Church and the Ecumenical Tradition" reflect his teaching and writing interests. Professor Turner travels widely as a preacher and lecturer. He retains active involvement in church and community activities.

Grant Wacker, *Associate Professor of the History of Religion in America*. B.A. (Stanford University); Ph.D. (Harvard University).



Grant Wacker joined the Divinity School faculty after teaching in the Department of Religious Studies at the University of North Carolina at Chapel Hill from 1977-1992. An exceptional scholar and writer, he has pioneered studies of evangelical and pentecostal Christianity. He is the author of two books, *Augustus H. Strong and the Dilemma of Historical Consciousness* and *Heaven Below: Primitive Pentecostalism in America*. He is working on a new book, tentatively titled *But Why Christianity? The American Protestant Encounter with World Religions*. It will examine how thoughtful men

and women grapple with the premise of absolutism in Christianity, given exposure to experiences of faithfulness in other religions.

Brett Webb-Mitchell, *Assistant Professor of Christian Nurture*. B.Mus. Therapy (University of Kansas); M.Div. (Princeton Theological Seminary); Th.M. (Harvard University); Ph.D. (University of North Carolina-Chapel Hill).



Professor Webb-Mitchell's teaching interest has focused on the practices of educating Christians, practices which are theologically, biblically, historically, and theoretically laden. Ordained a minister in the Presbyterian Church (USA), he has worked in various church settings, as well as in diverse circumstances with people with disabilities. Along with numerous articles that have been published, he has also published two books on the church and persons with disabilities, *God Plays Piano, Too: The Spiritual Lives of Disabled Children and*

Unexpected Guests at Gods Banquet: Welcoming People with Disabilities into the Church.

Geoffrey Wainwright, *Robert Earl Cushman Professor of Christian Theology*. B.A., M.A., B.D., D.D. (Cantab.); Dr. Theol. (University of Geneva).



A minister of the British Methodist Church, Dr. Wainwright taught theology in Cameroon, West Africa (1967-73), Birmingham, England (1973-79), and Union Theological Seminary, New York (1979-83). He is author of *Eucharist and Eschatology* and of *Doxology*, and an editor of *The Study of Liturgy* and *The Study of Spirituality*. He was a member of the Faith and Order Commission of the World Council of Churches and currently chairs the international dialogue between the World Methodist Council and the Roman Catholic Church. His churchly interests are reflected in his books, *The*

Ecumenical Moment and *Wesley and Calvin as Sources of Theology, Liturgy, and Spirituality*. He teaches across the entire range of Christian doctrine and is particularly interested in the truth claims of faith and theology.

William H. Willimon, *Professor of Christian Ministry*. B.A. (Wofford College); M.Div. (Yale University); S.T.D. (Emory University); D.D. (Westminster College).



Professor Willimon teaches courses in preaching and worship in addition to his duties as dean of Duke University Chapel. Before coming to Duke, he served as pastor in churches in Georgia and South Carolina. His research and publication includes work in liturgics, homiletics, and pastoral care. He is the author of over thirty-two books, two of which have been selected by the Academy of Parish Clergy as "the most useful book for pastors" in the year in which they were published. He

has served the Church as an editor of new worship resources, curriculum writer, and as a member of the United Methodist Commission on Worship. He is on the editorial board of three professional journals, including *Quarterly Review* and the *Christian Century*, and has lectured in the United States, Korea, and Europe. He is an elder in the South Carolina Conference of the United Methodist Church.



Dr. W. C. Turner conferring with students.

Admissions



Requirements and Procedures

The Divinity School is a fully accredited member of the Association of Theological Schools and is one of thirteen accredited seminaries of the United Methodist Church. It considers candidates for admission who hold an A.B. degree, or its equivalent, from a college approved by a regional accrediting body.

Preseminary Curriculum. The Divinity School follows the guidelines of the Association of Theological Schools with respect to undergraduate preparation for theological study. In general, this means a strong background in liberal arts, especially the humanities. A well-rounded background in English language and literature, history, philosophy, psychology, religion, social science, and foreign languages is especially desirable.

Application Procedures for Master of Divinity and Master of Religious Education Programs. Application forms, secured from the admissions office, should be filed six to twelve months in advance of the intended date of enrollment. Completed applications (application and all supporting credentials) must be received in the admissions office by 5 p.m. April 1 for August enrollment and 5 p.m. November 1 for January enrollment. Offers of admission for the M.Div. and M.R.E. programs are made on a rolling admissions basis. When an application is completed and ready for committee, an admission decision should be reached, under normal circumstances, within two weeks.

The student should provide the following supporting documents and information: (1) one copy of the official transcript from each college, university, or seminary attended sent by the institution directly to the director of admissions; (2) one supplementary transcript, sent as soon as possible, showing completion of work that was in progress when the earlier transcript was made; and (3) the names of five persons who are best qualified to judge the applicant as a prospective student in the Divinity School and who will be contacted by the applicant for written letters of recommendation. Of these five references, two should be academic, two should be church (home pastor and a denominational official) and one should be a general character reference.

Materials submitted in support of an application are not released for other purposes and cannot be returned to the applicant. A nonrefundable \$25 application fee must accompany the application, and the application cannot be processed without this fee. An application processing fee waiver is not available. Applicants are strongly urged to come for on-campus visits and interviews prior to final admission.

Admission Requirements. Those persons are encouraged to apply:

1. who have or will have been awarded a bachelor's degree from a regionally accredited college or university prior to their intended date of enrollment;
2. who have attained at least an overall B- (2.7 on 4.0 scale) academic average; and
3. who are committed to some form of ordained or lay ministry.

Applicants are evaluated on the basis of academic attainment, future promise for ministry, and vocational clarity and commitment.

Admission on Limited Program. Limited program is a special relation between the school and the student, designed to encourage and support academic achievement. Students may be admitted on limited program for a number of reasons, including an undergraduate degree in a program other than liberal arts or an undergraduate transcript that does not fully meet Divinity School standards.

Limited program means reduced schedules of work, with the amount determined by the associate dean for academic programs (ordinarily no more than three courses each of the first two semesters), and also includes a review of work at the end of each semester by the Committee on Academic Standing until limited program status is lifted.

Application Procedures for Master of Theological Studies Program. Application forms, which can be secured from the admissions office, should be filed seven to twelve months in advance of the intended date of enrollment. Completed applications (including all supporting credentials) must be received in the admissions office by 5 p.m. February 1 for August enrollment and 5 p.m. November 1 for January enrollment. Enrollment for the M.T.S. program is competitive, with a maximum of fifteen to twenty students enrolling each August. Offers of admission for the August M.T.S. class are announced on February 26. (Any August enrollment M.T.S. application received before the February 1 deadline but not completed until after the deadline will be considered for admission on a wait list basis only.)

The student should provide the following supporting documents and information: (1) one copy of the official transcript from each college, university, or seminary attended sent by the institution directly to the director of admissions; (2) one supplementary transcript, sent as soon as possible, showing completion of work that was in progress when the earlier transcript was made; (3) the names of two college (or seminary) professors who are best qualified to judge the applicant as a prospective student in the Divinity School and who will be contacted by the student for written letters of recommendation; (4) the names of two persons willing to serve as general character references who will be contacted by the student for a written letter of recommendation; and (5) the name of one person who will serve as a church reference.

Materials submitted in support of an application are not released for other purposes and cannot be returned to the applicant. A non-refundable \$25 application fee must accompany the application, and the application cannot be processed without this fee. An application processing fee waiver is not available. Applicants are strongly urged to come for on-campus visits and interviews prior to final admission.

Admission Requirements. Those persons are encouraged to apply for the M.T.S.:

1. who have been awarded a bachelor's degree from a regionally accredited college or university prior to their intended date of enrollment;
2. who have attained at least an overall B (3.0 on a 4.0 scale) academic average; and
3. who demonstrate program goals commensurate with this degree program.
4. where applicable, who are committed to some form of diaconal or lay ministry.

Application Procedures for Master of Theology Program. Application forms, which can be secured from the admissions office, should be filed six to twelve months in advance of the intended date of enrollment. Completed applications (application and all supporting credentials) must be received in the admissions office by 5 p.m. April 1 for August enrollment and 5 p.m. November 1 for January enrollment. Offers of admission for the Th.M. program are made on a rolling admissions basis. When

an application is completed and ready for committee, an admission decision should be reached, under normal circumstances, within two weeks.

The student should provide the following supporting documents and information: (1) one copy of the official transcript from each college, university, or seminary attended sent directly to the director of admissions by the institution; (2) one supplementary transcript, sent as soon as possible, from the seminary showing completion of work that was in progress when the earlier transcript was made; (3) the names of three seminary professors who are best qualified to judge the applicant as a prospective student in the Divinity School and who will be contacted by the student for written letters of recommendation, and (4) the name of one denominational official qualified to appraise the applicant's ministerial work who will be contacted by the student for a written letter of recommendation.

Materials submitted in support of an application are not released for other purposes and cannot be returned to the applicant. A non-refundable \$25 application fee must accompany the application, and the application cannot be processed without this fee. An application processing fee waiver is not available. Applicants are strongly urged to come for on-campus visits and interviews prior to final admission.

Admission Requirements. Those persons are encouraged to apply for the Th.M.:

1. who have been awarded a bachelor's degree from a regionally accredited college or university;
2. who have or will have been awarded the M.Div. degree (or the equivalent) from an accredited theological institution;
3. who have attained at least an overall B (3.0 on a 4.0 scale) academic average in their foundational theology degree
4. who desire to continue or resume their theological education for enhancement of professional competence in selected areas of study.

Other than one scholarship per year for an international student and one Parish Ministry Fund scholarship per year for a student from either the Western North Carolina or North Carolina Conference, Master of Theology students are not eligible for any form of financial assistance through the Divinity School. Applicants are strongly urged to come for on-campus visits and interviews prior to final admission.

Policies and Procedures for International Students. In recognition of the invaluable contributions that students from outside the United States bring to theological discourse and to community life, Duke Divinity School welcomes all fully qualified international students to apply for all degree programs. Although applications from international students are accepted for all degree programs, the Divinity School prefers, due to the contextual nature of ministry to a congregation and our commitment to the needs of the world church, that students pursue the Master of Divinity and the Master of Religious Education degrees in their respective home countries or regions.

International students must, in addition to the information required of all students, submit the following with the application materials: (1) If the student's native language is not English, certification of English proficiency must be demonstrated by scores from the Test of English as a Foreign Language (TOEFL). *Applicants to the M.Div. and M.R.E. degrees must also submit scores from the Test of Spoken English (TSE).* Both tests are administered through the Educational Testing Service in Princeton, New Jersey. The Divinity School requires a score of 580 or higher on the TOEFL and 260 or higher on the TSE. An international student who completes an undergraduate degree at an accredited college/university in the United States may be allowed to waive these tests. (2) A statement of endorsement must be sent from an official (bishop, general secretary, etc.) of the student's native ecclesiastical body, affirming that ecclesiastical body's support for the student's pursuit of theological studies in the United States

and welcoming the student into active ministry under its jurisdiction following the student's study in this country. (3) The Divinity School must have a statement demonstrating financial arrangements for the proposed term at the Divinity School. (Estimated minimum expenses per academic year for a single international student are \$20,110.* Living costs for additional family members should be figured on the basis of a minimal \$400 per month for spouse and \$260 per month per child.)

Admission as a Special Student. Special student status is a restricted category of admission for persons who do not have need of a degree program and who desire access to the rich offerings of the Divinity School curriculum for particular purposes (courses are taken for credit). Special student status may be granted after a person has submitted an application and all transcripts of undergraduate academic work and when all three letters of recommendation have been received from listed references. Completed applications (application and all supporting credentials) for special student status must be submitted by July 1 for August enrollment and December 1 for January enrollment. Special students are ineligible for any form of financial assistance through the Divinity School.

Admission Acceptance. Applicants are expected to indicate their acceptance of admission within three weeks of notification and to confirm this with the payment of a non-refundable admission fee of \$50. Upon matriculation, this fee is applied to the first semester tuition charge.

To complete admission, students must provide a certificate of immunization and general health to the student health service. The admissions office must also receive a final transcript verifying the conferral of the undergraduate (for the M.Div., M.T.S. and M.R.E.) or seminary (for the Th.M.) degree.

Persons who do not matriculate at the time for which they were originally admitted forfeit admission unless they present a written request for deferral to the director of admissions. The application will then be placed in the deferred file, active for one calendar year. Deferrals of admission for the M.T.S. degree program are not permitted.

Transfer of Credit. Transfer of credit from theological schools accredited by the Association of Theological Schools is allowed by the Divinity School towards the Master of Divinity, Master of Religious Education, and Master of Theological Studies degrees. Credit from another institution will normally be limited in the M.Div. and M.R.E. programs to one-third of the total number of credits required for graduation by the Divinity School (and to one-quarter for the M.T.S.).

A student applying for a transfer from another seminary must include the following with the required application materials: (1) a statement of explanation and purpose for the proposed transfer; (2) a letter of honorable dismissal written by the dean or president of the seminary from which transfer is sought; and (3) a letter of recommendation written by the director of either field education or student life of the seminary from which transfer is sought. Applicants for transfer into a degree program are evaluated on the same basis as other applicants.

Conduct of Students

Duke University expects and will require of all its students continuing loyal cooperation in developing and maintaining high standards of scholarship and conduct. The university wishes to emphasize its policy that all students are subject to the rules and regulations of the university currently in effect, or which are put into effect from time to

*Figures are based on 1994-95 charges and are subject to change.

time by the appropriate authorities of the university. Any student, in accepting admission, indicates willingness to subscribe to and be governed by these rules and regulations and acknowledges the right of the university to take such disciplinary action, including suspension and/or expulsion, as may be deemed appropriate, for failure to abide by such rules and regulations or for conduct adjudged unsatisfactory or detrimental to the university.

The Divinity School expects its students to participate in a communally shared concern for growth in life appropriate to Christian faith and to the dignity of their calling.

Readmission to Duke Divinity School

Persons seeking readmission to the Divinity School's degree programs must complete the following requirements: (1) submit a new application; (2) submit an additional statement detailing reasons for withdrawal and reasons for seeking readmission at this time, and describing activities and employment undertaken since withdrawal; (3) submit the names of at least three persons willing to serve as references who will be contacted by the student, one of which must be an ecclesiastical official; and (4) transcripts of all academic work undertaken since withdrawal from the Divinity School.

These new materials, supplemented by the individual's original application and Divinity School academic and field education files, will be reviewed by the members of the Admissions Committee for an admission decision. An interview with the director of admissions prior to the processing of the application for readmission is encouraged and may be required. Any questions about readmission procedures should be addressed to the director of admissions. Applications for readmission will be evaluated on the basis of academic attainment, future promise for the ministry, and vocational clarity and commitment.



Director of Admissions Greg Duncan (r.) confers with student at convocation.

Community Life



Corporate Worship

One of the most important aspects of training for Christian life is vigorous, inspiring, and varied participation in corporate worship. This corporate life of the Divinity School is centered in York Chapel where three services are held weekly: a service of word on Tuesday and Wednesday, and a service of word and table on Thursday. Faculty members, administrators, and students share joint responsibility for these services that express the variety and diversity of theological and liturgical traditions represented in the community. These chapel services are followed by a fellowship time in the student lounge where students, faculty, administrators, support staff, spouses and children, and visitors gather for refreshments and conversation.

The Divinity School enjoys a particularly close relationship with Duke Chapel. Throughout the year, Divinity School administrators and faculty, as well as guests of national and international stature, preach at Sunday morning worship services. Each year many of our students join the 200-plus member Duke Chapel Choir that provides choral music on Sunday mornings and special music programs throughout the academic year, including an annual Christmas performance of Handel's *Messiah*. Divinity students and faculty also contribute to the leadership of the ministry of Duke Chapel by chairing and serving on standing committees: Faith and the Arts, Supportive Ministries, Worship, Prophetic Concerns, and Leadership and Development.

Student Activities and Organizations

"We the students of the Divinity School of Duke University covenant together to be a community of faith under the Gospel of Jesus Christ. We seek to be faithful to the Gospel, to live a life of grace and justice, and to make known to the world the love of God for the world" (Preamble, *Constitution of the Student Association*). In the absence of common living and dining accommodations, community life in the Divinity School centers around a number of organizations and activities.

The Student Association. The officers of the Student Association are elected and serve as an executive committee for conducting the business of the Representative Assembly.

The purpose of the association is to channel the interests and concerns of Divinity School students to the following ends:

1. to express itself as a community of faith in witness and fellowship;
2. to provide student programs, activities, and services;
3. to collect and raise money, through dues and other channels, to help accomplish these purposes.

Several standing association groups exist whose major purpose is to provide students with opportunities to express and share personal, professional, and spiritual development with each other.

Athletics and Recreation. A person is selected from the student body to coordinate the Divinity School's participation in Duke University intramural sports. This person is a member of the Student Representative Association, which helps support athletic teams and recreational events with finances and publicity.

Black Seminarians' Union. This is an organization for students whose major purposes are to insure the development of a theological perspective commensurate with the Gospel of Jesus Christ and relevant to the needs of black seminarians and the black church, in order to improve the quality of life academically, spiritually, politically, and socially in the Divinity School.

Christian Educators Fellowship. As a professional organization for persons who serve or intend to serve as professional Christian educators, C.E.F. interprets the role of the Christian educator in the total ministry of the Church and provides support, fellowship, and professional relationships. In addition to monthly program meetings, a Christian education emphasis week is held each spring.

Christian Social Action Committee. A committee of the Student Representative Assembly, Christian Social Action serves as a forum through which persons explore what it means to live out the Gospel in a social context as witnesses of Christ. The organization prays for the support of the community and for guidance concerning social issues and also seeks to create awareness of a larger vision of God's will in society. C.S.A. meets on a regular basis hosting programs that reflect theologically on a variety of social issues. Members of the group also provide leadership for events such as the annual Crop Walk, Red Cross blood drives, and they volunteer weekly to serve meals at Durham's shelter for the homeless.

Community Life Committee. The Community Life Committee is a committee of the Student Representative Assembly that plans community-wide events for students and faculty and their families. The activities include social gatherings during orientation, meals and parties at holiday times, and fellowship times throughout the school terms.

Divinity Choir. A student organization of long standing is the Divinity School Choir. Membership is open to all qualified students. The choir sings regularly for weekday worship and at special seasonal programs and services. New members are chosen by informal auditions that are arranged for all who are interested.

Sacred Worth. The purpose of this group is to serve the Divinity School community by increasing awareness of lesbians and gays in the Church. All members of the community are invited to participate, and the group seeks to enhance understanding about homosexuality in the Church through various opportunities for discussion and dialogue.

Order of St. Luke. Formed to bring about a recovery of the worship and sacramental practice which has sustained the Church since its formation in apostolic times, the Order of St. Luke is a religious order within the United Methodist Church that additionally is concerned to help recover the spiritual disciplines of John and Charles Wesley as a means of perceiving and fulfilling the Church's mission. Membership in the Order is open to all seminarians.

Spiritual Formation Groups. While students advance in the area of academics, they have a corresponding need to attend to their spiritual development. Within the community there are several student-initiated small groups that help meet such needs. Students, faculty, and staff are all invited to participate.

Student Pastors Association. Students actively serving their denominations in an ordained or lay capacity have the opportunity to meet, to share, to plan, and to act on their common needs and concerns.

Students Against Drunk Driving. This organization is a national group affiliated with Mothers Against Drunk Driving. The Divinity School has a chapter that seeks to work locally in public awareness of issues relating to the abuse of alcohol and drugs.

The Between Times. This publication is the weekly student newspaper that reports on student activities, posts information on field education opportunities, and announces important events in the community. The paper also gives students a forum for presenting various ideas and for editorials.

Theological Students Fellowship. T.S.F. is a student group formed for students who seek to understand, study, and discuss evangelical perspectives on issues in theological education and the Church. Meetings are bi-weekly.

Women's Center. The Women's Center serves the entire Divinity School community through a focus on the special needs and contributions of women in ministry in and to the Church and society. The office, coordinated by two women, is a resource center for the whole community, in addition to a support and action center for women in particular.

The student body is also represented on various faculty committees. Students serve with faculty and administration on the Admissions, Field Education Policy, Financial Aid Policy, Worship, Fine Arts, Lectures, Educational Affairs, and other committees. In addition, the Judicial Board is composed of a representative group from the Divinity School community.

Living Accommodations

On-Campus Housing. Limited on-campus housing is available for single and married (with or without children) graduate students at Central Campus Apartments and Townhouse Apartments. For more information contact Housing Administration, 218 Alexander Street, Apt. B., Durham, NC 27705, (919) 684-4304. Additionally, on-campus housing is available to graduate students who serve in residential advisor (R.A.) positions. This program includes free room and a stipend. Many Divinity students find this a helpful way to finance their theological education and to get involved in the larger university community. Students interested in serving as a residential advisor should contact the Residential Life Office, Box 90959, 209 Flowers Building, Duke University, Durham, NC 27708-0959, (919) 684-6313. Residential advisor applications are normally due the last week in January, and advisors are selected in March for the following academic year. However, interested students admitted to the Divinity School after March should still contact the Residential Life Office in the event that openings are still available.

Off-Campus Housing. The majority of Divinity students live in off-campus apartment complexes because of their proximity to the school and their competitive rental rates. Off-campus rental properties are not inspected or approved by Duke University, nor does the University or its agents negotiate with owners for students. A listing of such complexes can be secured from the Admissions Office of the Divinity School or from the Department of Housing Administration of Duke University. Duke Housing Administration, 218 Alexander Ave., Apt. B, Durham, NC 27705, (919) 684-4304. The Department of Housing Administration also maintains lists of rooms and houses provided by Durham property owners and real estate agents who have agreed not to discriminate in the rental of property because of the race, sex, creed, or nationality of a prospective tenant. For assistance with Divinity School roommates, contact the admissions office of the Divinity School.

Food Services. Food service facilities located throughout the Duke campus include both point plan and cash operations. Details are available from the Food Services Business Office, 024 West Campus Union Building. West Campus dining facilities

include the Blue and White Room cafeteria, the Cambridge Inn, and the Oak Room, all located in West Campus Union Building. Fast food operations are also located in the Bryan Center. Duke University Food Services is a leading employer on campus, and hires students in almost every food operation. A listing of open positions and areas is available from the Student Labor Services Office, 302 West Campus Union Building.

Student Health

The aim of the university health service is to provide medical care and health advice necessary to help the student enjoy the university community. To serve this purpose, both the university health service clinic and the university infirmary are available for student health care needs.

The main components of the health service include the university health service clinic, located in the Pickens Building on Erwin Road, and the university infirmary in Duke Hospital South. Emergency transportation, if required, can be obtained from the Duke campus police. Residential staff personnel or Divinity School administrators should be consulted whenever possible for assistance in obtaining emergency treatment.

The facilities of the university health service clinic are available during both regular and summer sessions to all currently enrolled full-time and part-time degree students. The facilities of the university infirmary are available during the regular sessions, from the opening of the university in the fall until graduation day in the spring to all currently enrolled full-time and part-time degree students. A required fee for student health services (\$380 in the 1994-95 academic year) is assessed for all degree students on a semester basis.

The university has also made available a single student health insurance plan (\$618 in the 1994-95 academic year) and a family plan (\$1,942 in the 1994-95 academic year) for major medical care for all full- and part-time degree students for a twelve-month period (all prices are subject to change). Each full- or part-time degree student must purchase this student insurance or complete the waiver statement contained on the university invoice indicating that he/she is covered by other generally comparable insurance. The family insurance plan also covers basic health care for the family at Duke health care facilities at 80 percent of the usual, customary, and reasonable (UCR) allowance after the deductible has been satisfied. For more information on the insurance plans, please contact the plan administrator: Hill, Chesson, and Associates, P.O. Box 52207, Durham, NC 27717-2207, (919) 489-7426.

Counseling and Psychological Services. Counseling and Psychological Services (CAPS) is a component of student services that provides a coordinated, comprehensive range of counseling and developmental services to assist and promote the personal growth of Duke students. The professional staff is composed of psychologists, clinical social workers, and psychiatrists experienced in working with students of all ages. They are also available to the entire university community for consultation, educational activities in student development, and mental health issues affecting not only individual students but the campus community as a whole.

CAPS maintains a policy of *strict confidentiality* concerning information about each student's contact with the CAPS staff. There are no charges for initial evaluation, brief counseling/psychotherapy, or self-development seminars. Appointments may be made by calling 660-1000 or coming by the office in 214 Page Building, West Campus, between 8:00 A.M. and 5:00 P.M., Monday through Friday. If a student's concern needs immediate attention, that should be made known to the secretary, and every effort will be made to arrange for the student to talk with a staff member at the earliest possible time.

Sexual Assault Support Services. Located in the Duke Women's Center, the Office of Sexual Assault Support Services offers advocacy, support, information resources in the university, referrals, and twenty-four hour crisis intervention services to victims of

sexual assault and past sexual violence. To page the S.A.S.S. coordinator twenty-four hours a day dial 970-2315, and at the prompt, enter your phone number and hang up. The coordinator will dial back. S.A.S.S. offers support groups for survivors and their friends or partners. Call 684-3897 for information. The S.A.S.S. coordinator offers workshops and initiates ongoing educational programs to alert students to problems of interpersonal violence.

Motor Vehicles

Each student possessing or maintaining a motor vehicle at Duke University must register it at the beginning of the academic year. If a motor vehicle is acquired and maintained at Duke University after academic registration, it must be registered within five calendar days after operation on the campus begins. Resident students are required to pay an annual fee of \$55 for each motor vehicle or \$30 for each two-wheeled motor vehicle. Students first registering after January 1 are required to pay \$30 for a motor vehicle or \$15 for a two-wheeled motor vehicle.

At the time of registration of a motor vehicle, the following documents must be presented: the state vehicle registration certificate, a valid driver's license, and satisfactory evidence of automobile liability insurance coverage with limits of at least \$10,000 per person, \$20,000 per accident for personal injuries, and \$5,000 for property damage, as required by the North Carolina motor vehicle law.

If a motor vehicle or a two-wheeled motor vehicle is removed from the campus permanently and the decal is returned to the traffic office prior to January 20 there will be a refund of one-half of the fee paid for either a motor vehicle or a two-wheeled motor vehicle.

Cultural Resources

Divinity School students enjoy access to the many resources of the university community, particularly in the area of the performing arts. Two active campus film societies sponsor screenings of major motion pictures on Saturday and Sunday evenings. Other films of a classical nature are offered on Tuesday through Thursday nights, with free films for children scheduled every other Saturday morning. Opportunities in music, dance, and drama are provided by the following: the Duke Artists Series, Broadway at Duke, the Chamber Arts Society, Hoof 'n Horn, the Duke University Collegium Musicum, Duke Players, Duke Dance, the Duke University Symphony Orchestra and the Wind Symphony, the Duke University Jazz Ensemble, the Ciompi Quartet, Dance Black, and the Modern Black Mass Choir, among others.

Athletic Programs

In addition to unrestricted access to all university athletic and recreational facilities, divinity students enjoy other benefits from Duke's commitment to college athletics. The university is a member of the Atlantic Coast Conference of the National College Athletic Association, and offers intercollegiate competition in a variety of sports. Special admission rates to football and basketball games are available to graduate and professional students. The university supports a strong intramural program in which the Divinity School participates enthusiastically. In recent seasons the school has fielded teams in football, men's, women's, and co-rec basketball, volleyball, soccer, and softball.

Financial Information



Financial Aid Assistant Sheila Williams.

Fees and Expenses

Master of Divinity, Master of Theological Studies, and Master of Religious Education Candidates. The table below lists basic minimum expenditures. In addition to the fees cited here, there is an admission fee of \$50 which is applied to the first term bill. See relevant section on admissions for details.

	<i>Per Semester</i>	<i>Per Year</i>
Tuition-M.Div., M.T.S., and M.R.E.	\$4,280	\$8,560
Student Health Fee	195	390
Student Representation Association Fee	20	40

Tuition will be charged at the rate of \$1,070 per course. The figures shown are for a program carrying eight courses per year. Students will be charged for additional course enrollments.

Master of Theology Candidates. A student who is a candidate for the Th.M. degree will be liable for tuition on the basis of eight courses at the rate of \$1,070 per course. All other costs and regulations for the Th.M. degree are the same as those for the M.Div. degree. Th.M. students are not ordinarily eligible for institutional financial aid.

Special Student. A special student is one who is enrolled for academic credit, but who is not a candidate for a degree at that time. The tuition will be charged on a course basis. Other costs and regulations are the same as those for M.Div. candidates. No financial aid is available.

Audit Fee. Anyone seeking to audit a course in the Divinity School must, with the consent of the instructor concerned, secure permission from the associate dean's office. In accordance with the general university practice, a fee of \$100 per course will be charged to all auditors who are not enrolled as full-time students.

Late Registration Fee. Continuing students who fail to register during the registration period must pay a fee of \$50 to the bursar.

Course Continuation Fee. In instances where a student has registered for but not completed all the courses or requirements for their program, a \$200 fee is required. Register for CCF 101,102.

Estimated Living Expenses. The total cost, including tuition for eight courses, for a student to attend Duke Divinity School varies according to individual tastes and requirements; however, experience indicates that a student may expect to spend an average of \$20,110.

Housing Fees. Estimated minimal on-campus housing cost for a single student (one bedroom townhouse) will be approximately \$4,041 during 1995-96. Presently the university does not provide housing for married students. Housing fees are subject to change prior to the new academic year. A \$100 residential deposit is required on all reservations.

Rates for Central Campus Apartments will be quoted to applying students upon request to the manager of apartments and property. Refunds on housing fees will be made in accordance with the established schedules of the university.

Athletic Fee. Divinity School students may secure admission to all regularly scheduled university athletic contests (except men's varsity basketball games) held on the university grounds during the entire academic year simply by presenting the student identification card. Season tickets to the men's varsity basketball games are secured through a lottery system and cost \$100 per season.

Motor Vehicle Registration Fee. There is a \$60 registration fee for all automobiles (\$35 for two-wheeled motor vehicles) used on campus. Students who register their automobile will not be charged for registration of a motorcycle. For specifics see the chapter "Community Life."

Payment and Penalty. Invoices for tuition, fees, and other charges will be sent by the bursar's office and are payable by the invoice due date. As a part of the agreement of admission to Duke University, a student is required to pay all invoices as presented. If full payment is not received, a late payment charge as described below will be assessed on the next invoice and certain restrictions as stated below will be applied. A monthly tuition payment plan is now available through Tuition Management Systems. For more information on this plan, please call 1-800-722-4867 or write to Tuition Management Systems, P.O. Box 3013, Cedar Rapids, IA 52406-9114.

If payment in the amount of the total amount due on the student invoice is not received by the invoice due date, a penalty charge will be accrued from the billing date of the invoice. The penalty charge will be at a rate of 1 1/3 percent per month (16 percent per annum) applied to the past due balance on the student invoice. The past due balance is defined as the previous balance less any payments and credits received during the current month and also any student loan memo credits, related to the previous balance, which appear on the invoice.

An individual will be in default of this agreement if the total amount due on the student invoice is not paid in full by the invoice due date. An individual who is in default will not be allowed to register for classes, receive a transcript of academic records, have academic credits certified, be granted a leave of absence, or receive a diploma at graduation. In addition, an individual in default may be subject to withdrawal from school.

Refunds of tuition and fees are governed by the following policy:

1. In the event of death a full tuition and fees refund will be granted.
2. In all other cases of withdrawal from school, tuition will be refunded according to the following schedule: withdrawal before the opening of classes—a full refund; withdrawal during the first or second week—80 percent; withdrawal during the third through fifth week—60 percent; withdrawal during the sixth week—20 percent; withdrawal after the sixth week—no refund. *No refund will be granted for reduction in course load after the drop-add period.*

Tuition or other charges paid from grants or loans will be restored to those funds on the same prorata basis and will be refunded to the student or carried forward.

These regulations apply to all Divinity School students—degree candidates, special students, and auditors.

Debts. No records are released, and no students are considered by the faculty as candidates for graduation, until they have settled with the bursar for all indebtedness. Bills may be sent to parents or guardians provided the bursar has been requested in writing to do so. Failure to pay all university charges on or before the times specified by the university for the semester will bar the student from class attendance until the account is settled in full.

Student Financial Aid

A student should select a school on the basis of educational opportunity. At the same time financial consideration will be a legitimate and often pressing concern. Each student should formulate at least a tentative plan for financing the entire seminary education. Although the exact method of financing the full theological degree may not be assured at the beginning, a student should have a clear understanding of the expenses and available sources of income for the first year and the assurance that there exist ways of financing subsequent years.

As Duke Divinity School seeks to handle its financial resources with a view toward Christian charity and stewardship, the school expects responsibility and integrity of students befitting their Christian commitment. While the Financial Aid Office is willing to aid students with financial counsel, the student and the student's family will bear a significant share of the educational expenses. In addition to personal and family resources, earnings, and loans, a student may seek financial assistance from his or her local church, civic groups, and foundations. The Divinity School financial aid may include scholarships, grants, field education grants, employment, or loans. Students should plan a financial program that incurs as little indebtedness as possible. Most Divinity School students receive some form of financial assistance, and students need to be mindful that such aid is a privilege to be enjoyed thanks to the many benefactors who have graciously given funds to the school.

The total amount of aid available through the Divinity School is limited. Further, the conditions set forth by the individual or institutional donors determine the circumstances under which the grants can be made. *Almost without exception the donors require ecclesiastical endorsement and/or declaration of ministerial vocational aim.*

The principles regarding the disbursement of financial aid are as follows:

1. Financial aid is recommended on the basis of demonstrated need and availability of funds. All students must file a Divinity School Application for Financial Aid and the Free Application for Federal Student Aid (FAFSA), which substantiate need and provide full information on potential resources. In order to receive assistance in any form from the Divinity School, a student must be enrolled for at least three courses per semester and maintain an overall academic average of 2.0 or higher. Falsification of a financial aid application is a serious offense subject to the provisions of the Divinity School's Judicial Procedures.
2. Grants will be made within the limits of the conditions set forth governing each source.
3. The conditions at the beginning of the academic year determining financial needs shall be the governing criteria for the year. Financial aid programs are set up on a yearly basis, except for those students who may enter the second semester and/or those few whose status may change.
4. Financial aid grants are made on a one-year basis. The assistance may consist of scholarships, tuition grants, field education grants, employment, and loans which may be worked out in various combinations on a yearly basis. A new application must be filed each year.
5. Tuition grants are ballooned for the first year of study to assist students as much as possible through their transitional first year at Duke. *Consequently, grants for the second and third years of study will be less than those awarded for the critical first year.*
6. Application for financial aid must be made by entering students at the time of admission and by currently enrolled students by April 15. Notification will be given after committee approval. Student pastors serving United Methodist churches can be notified after the pastoral charge and Annual Conference determine salary schedules. Financial aid applications for students anticipat-

ing fall matriculation are reviewed beginning the prior January. The financial aid application deadline for Divinity School aid is *May 1* for August enrollees. Forms are available through the Financial Aid Office.

7. Ordinarily, Divinity School financial aid is not available for the first semester for students who enter in January. These students can apply for Duke aid beginning with the following fall semester.
8. Ordinarily, financial aid is not available beyond six semesters (eight for pastors on reduced load).
9. Full-time students not participating in the field education program may work up to twenty hours per week in outside employment. Persons participating in the field education program, either summer or winter, may not engage in other forms of employment.
10. Students who have questions about the Divinity School's response to their financial aid request should first contact the financial aid office. Where desired, students may file an appeals form for full review by the financial aid appeals committee.
11. Financial aid resources for M.T.S. students are limited. Candidates are encouraged to apply early.
12. Special students and Th.M. students (with the exceptions of one international scholar and one Parish Ministry Fund scholar annually) are not eligible for any form of financial assistance from the Divinity School. Th.M. students are eligible to apply for denominational and federal loans.

Financial Resources

Personal. In order that both the Divinity School and churches may be able to extend the use of their limited funds to as many students as possible, a student who desires a theological education should be willing to defray as far as possible the cost of such an education. Resources may include savings, earnings, gifts, support or loans, and if married, earnings of a spouse. In calculating anticipated income, the student first considers personal resources.

Church. Many local churches, conferences, or other governing bodies provide gifts and grants for theological education, such as ministerial education funds that provide grants and/or service loans to theological students. The student makes application to the home church, annual conference, presbytery, or other governing body. The financial aid office cooperates with these church agencies in making recommendations and in handling the funds. *United Methodist students and others must be under the care of the appropriate church body to be eligible for church support.* The school cannot compensate for a student's indisposition to receive church funds when such are available on application through the Annual Conference Ministerial Education Fund or other agencies.

The Divinity School, as a member school of the Association of United Methodist Theological Schools, takes cognizance of and subscribes to recommended policy and practice regarding the administration of United Methodist Church funds for student financial aid as adopted by the association, 1 June 1970, and as bearing upon tuition grants, as follows:

Resources for tuition grants, scholarships or the like are primarily available to students with declared vocational aims leading to ordination or recognized lay ministries and supported by commendation or endorsement of appropriate church representatives. At the same time, we believe that consideration for a tuition grant may be accorded to students who adequately indicate conscientious concern to explore, through seminary studies, a recognized church-related vocation. Finally, it is our judgment that, where the above-mentioned conditions are deemed to be absent respecting a candidate for admission, the decision to admit such a candidate should be without the assurance of any tuition subsidy deriving from church funds (AUMTS Minutes, 1 June 1970).

Divinity School Scholarships. A limited number of scholarships are available to encourage qualified students to pursue their preparation for the Christian ministry. Scholarships are awarded only to students entering in fall semester and are not deferrable.

Duke Scholarships. Duke Scholarships range up to \$8,560 per year and are awarded to several first-year students on the basis of undergraduate academic excellence and promise for Christian ministry. Renewal is determined on the following competitive basis: the same number of Duke Scholarships offered to M.Div. and M.R.E. candidates in the entering class will be offered to the top M.Div. and M.R.E. academic achievers in this class for the second and third years. (Up to two Duke Scholarships may be offered to M.T.S. candidates.)

Distinguished Service Scholarship. Each year the Divinity School offers several scholarships, ranging up to \$6,000, to those students who combine outstanding promise for ministry in the local church with strong academic achievement. These scholarships are renewable in the second and third years if the student continues to exhibit (1) vocational promise as reflected in participation in field education and the Divinity School community, (2) exceptional academic achievement with a grade point average of 3.35 or higher, and (3) demonstrated financial need.

The Dean's Scholarship. The Dean's Scholarship program provides grants up to \$6,000 annually. Factors taken into account include ethnic origin, missional responsibilities for the Church at home and abroad, and denominational needs. Each student is expected to demonstrate abilities for Christian ministry, academic achievement and financial need. Dean's Scholarships are renewable for two years assuming continued academic performance, growth in ministerial readiness, and demonstrated financial need.

Martin Luther King, Jr. Memorial Endowed Fund Scholarships. Up to five scholarships annually are given to entering students who belong to ethnic minorities. These scholarships, based on demonstrated need, reward outstanding promise for ministry and strong academic performance. The scholarship award is a minimum of \$1,000 and is not renewable for the second and third years of study.

International Student Scholarships. In cooperation with the Crusade Scholarship Committee of the United Methodist Church and other authorized church agencies, students are selected and admitted to courses of study. Scholarships for such students are provided from the Lewis Clarence Kerner Scholarship Fund and from individual churches and private philanthropy. The Divinity School offers one scholarship per year to an international student in the Master of Theology degree program. The scholarship offers up to one year's full tuition.

Parish Ministry Fund Scholarship. Two scholarships are given to students pursuing a Master of Theology degree in Wesleyan Studies. Students are selected on the basis of uncommon promise for ministry and must be a member of either the Western North Carolina or the North Carolina Annual Conferences of the United Methodist Church.

Other Scholarship Awards. Named scholarships funded by permanent endowments as listed on the pages following are awarded annually. In addition, the Divinity School receives funds designated for scholarships each year from several other sources including the Dickson Foundation of Mount Holly, North Carolina; the Will Ervin Fund of Richland, North Carolina; the H.E.S., Inc. of Los Angeles, California; the Magee Christian Education Foundation of Bloomsburg, Pennsylvania; and numerous individuals and service organizations.

Tuition Grants. These are available in amounts commensurate with demonstrated need as adjudged by the Committee on Financial Aid. Because of the purpose and attendant educational objectives of the school, resources for tuition grants are primarily available to students with declared aims leading to ordination or recognized lay ministries.

Field Education Grants. Varying amounts ranging from \$3,400 (winter) to a maximum of \$6,900 (summer) are made available through the Divinity School to students who are approved to participate in the field education program. The Offices of Field Education and Financial Aid work together in determining placement and grant amount. This program includes the summer interns, winter interns, and student pastors. See full description under the section on field education.

Duke Endowment Student Pastor Grants. United Methodist students serving under episcopal appointment as student pastors in the state of North Carolina may qualify for tuition assistance of no more than \$3,400 through the Duke Endowment. The Financial Aid Committee will determine student eligibility for such assistance after appointments are read at the meetings of the two North Carolina United Methodist Annual Conferences.

Loans. Loan funds held in trust by the university, as well as United Methodist student loans and funds supplied by the federal government are available to qualified students. The application must be submitted by 1 July.

Unless otherwise indicated, all correspondence concerning financial aid should be directed to: Financial Aid Office, The Divinity School, Duke University, Box 90969, Durham, North Carolina 27708-0969.

Employment. Students or spouses desiring employment with the university should apply to the director of personnel, Duke University. Students or spouses make their own arrangements for employment either in the city of Durham or on campus.

Endowed Funds

Certain special funds have been established as endowments, the income from which is used to provide financial aid through scholarships and field education grants for students, support for professorships, library resources, and enhancement of the Divinity School program. The funds listed below serve as essential resources for the preparation of persons for leadership in Christian ministry. **Individuals do not apply for any of these funds.** All awards are made through appropriate committee action according to university guidelines.

The Aldersgate Endowed Scholarship Fund was established in 1989 by Lucy and J. Wesley Jones of Fayetteville, North Carolina, through a major matching gift challenge that yielded subsequent generous contributions to the fund by graduates and friends of the Divinity School. The fund is currently the largest single endowed resource for student financial aid. The Aldersgate name celebrates the times of spiritual insight essential for faithful Christian ministry.

The Alexander Scholarship Endowment Fund was established in 1992 by Milton Donald Alexander, Jr., of Blythewood, South Carolina, to honor his family and to encourage excellence in the preparation for Christian ministry. The fund gives priority to students from South Carolina.

The Alumni Scholarship Fund was established in 1976 by the graduates of the Divinity School to provide financial support for ministerial candidates.

The Martha Anne Hills Andrews and John Spell Andrews Scholarship Fund was established in 1985 by Don W. Andrews in memory of his wife, Martha Anne, Divinity School Class of 1982, and their son, John. The fund income provides student scholarships, with preference given to women and men from South Carolina.

The R. Ernest Atkinson Legacy was established in 1952 under the will of the Reverend R. Ernest Atkinson, Trinity College Class of 1917, Richmond, Virginia, for ministerial student assistance.

The **Avera Bible Fund** was established in 1895 by a gift of Mrs. L. B. McCullers in memory of her husband, Willis H. Avera. The income is for the purchase of books for the Divinity School Library and for the support of the Avera Bible Lectures.

The **Louis W. and Evelyn Bailey Memorial Fund** was established in 1958 by the Reverend Dr. A. Purnell Bailey, Class of 1948, in memory of his parents. The income is to be used for books for the Divinity School Library.

The **George L. Balentine Scholarship Endowment Fund** was established in 1991 by Geraldine Wells of Raleigh, North Carolina, to honor her pastor and to provide resources especially for students from the Baptist traditions who are seeking to become effective leaders and faithful pastors.

The **Chancie and Thelma Barclift Scholarship Endowment Fund** was established in 1986 by Dr. and Mrs. T. Harold Crowder, Jr., of South Boston, Virginia, in memory of Mrs. Crowder's parents who were church leaders in North Carolina for over fifty years. The income from the fund provides assistance for persons from North Carolina who intend parish ministry in the United Methodist Church.

The **Hargrove, Sr., and Kelly Bess Moneyhun Bowles Fund** was established in 1983 by John Bowles, Hargrove Bowles, Jr., R. Kelly Bowles, and James Bowles in memory of their parents. Income from the fund is for scholarship assistance in the Divinity School.

The **H. Hawkins Bradley Scholarship Endowment Fund** was established in 1993 by Mr. Bradley of Raleigh, North Carolina, to provide support for students from North Carolina and Virginia who are preparing for parish ministry in the United Methodist Church.

The **Fred W. Bradshaw Fund** was established in 1975 through a bequest from Fred W. Bradshaw of Charlotte, North Carolina, to be utilized for the enrichment of the educational program of the Divinity School, especially to support distinguished visiting scholars and outstanding students.

The **Campbell-Dowse Endowment Fund** was established in 1992 by a gift from the Scarritt Foundation of Nashville, Tennessee, to underwrite the Campbell-Dowse Program in Spirituality. The fund bears the names of Melba Moorman Campbell and Bonita Moorman Dowse, United Methodist laywomen whose keen interest in spirituality and leadership for the church has been matched by their generous contributions for an educational resource of remarkable quality.

The **Walter G. Canipe Scholarship Endowment Fund** was established in 1990 by Walter Canipe of Charlotte, North Carolina, to honor his family and to provide substantial resources for men and women preparing for parish ministry.

The **Emma McAfee Cannon Scholarship** was established in 1969 by Bishop William R. Cannon in memory of his mother, Emma McAfee Cannon, and is designated to assist students from the North Carolina Annual Conference of the United Methodist Church who are studying for the pastoral ministry and planning to serve in the North Carolina Conference.

The **Clark Fund for Emergency Assistance** was established in 1986 by Mrs. Kenneth W. Clark as a discretionary aid resource to help meet the needs of students who experience unforeseen crises due to serious illness, injury, or family emergencies.

The **Kenneth Willis Clark Lectureship Fund** was established in 1984 by Mrs. Adelaide Dickinson Clark in memory of her husband, Kenneth W. Clark, professor of New Testament in the Divinity School, 1931-67. The fund provides for distinguished lectureships in New Testament studies and textual criticism.

The Class of 1944 Endowment Fund was established in 1994 by contributions from the members of the Divinity School Class of 1944 to commemorate the fiftieth anniversary of their graduation and to provide each year in perpetuity significant support from the class for the unrestricted Annual Fund of the Divinity School.

The James T. Cleland Endowment Fund was established by friends and students of James T. Cleland to create a chair of preaching in his honor. He was dean of the Duke University Chapel from 1955 to 1973 and professor of preaching in the Divinity School.

The Calvin W. and Jo Ann Carter Clem Endowment Fund was established in 1989 by Divinity School Class of 1985 graduates Carter Dale and Kelly Ann Haugh Clem, of Jacksonville, Alabama, in memory of his parents. The fund income provides resources to enrich the educational experiences of students, especially with regard to travel and study seminars which encounter the Third World.

The E. M. Cole Fund was established in 1920 by Eugene M. Cole, a United Methodist layman of Charlotte, North Carolina, to support the education of ministers.

The Lela H. Coltrane Scholarship was established in 1980 by Mrs. David S. Coltrane of Raleigh, North Carolina, and friends of Mrs. Coltrane, to encourage excellence in ministry.

The Robert Earl Cushman Endowment Fund was established in 1980 to create a professorship in honor of Robert Earl Cushman, research professor of systematic theology and dean of the Divinity School, 1958-71.

The Isobel Craven Drill Scholarship Endowment Fund was established in 1993 by Mrs. Drill, Trinity College Class of 1937 and a trustee emerita, of St. Augustine, Florida. The fund income is for need-based financial aid. Mrs. Drill is the great-granddaughter of Braxton Craven, the first president of Trinity College.

The Henry C. Duncan Fund was established in 1982 by the Men of the Village Chapel, Pinehurst, North Carolina, to honor their pastor, Chaplain Henry C. Duncan, a member of the Divinity School Class of 1949. Income from the fund is used for scholarships.

The Irving Ray Dunlap Scholarship Endowment Fund was established in 1993 by Paul R. Dunlap of Kitty Hawk, North Carolina, in memory of his father, a missionary to China and pastor of Evangelical United Brethren churches in Pennsylvania. The fund income is to provide support for older students, especially those preparing for a second career in parish ministry.

The Lora R. Dysart Fund was established in 1989 by a bequest in the will of Mrs. Dysart, late of Morganton, North Carolina, to provide financial aid for needy students.

The N. Edward Edgerton Fund was established in 1939 by N. Edward Edgerton, Trinity College Class of 1921, of Raleigh, North Carolina, for the support of ministerial education.

The Thomas Carl Ethridge Endowment Fund was established in 1990 by William C. Ethridge of Raleigh, North Carolina, in memory of his father. Income from this fund assists the Divinity School Library.

The Donn Michael Farris Endowment Fund was established in 1992 by Mrs. Lyndal D. Leonard of Durham, North Carolina, to honor Professor Farris for his forty-two years of distinguished service as the Divinity School librarian. The Fund will provide annual unrestricted income for the Library.

The Randolph R. and Shirley D. Few Scholarship Endowment Fund was established in 1987 by Mr. and Mrs. Few of Durham, North Carolina, to provide assistance

for ministerial students from the North Carolina Conference of the United Methodist Church.

The George D. Finch Scholarship Fund was established in 1972 by George David Finch, Trinity College Class of 1924, of Thomasville, North Carolina, for the support of ministerial education.

The Edgar B. Fisher Memorial Scholarship Endowment Fund was established in 1987 by the family of Dr. Fisher to commemorate his life of distinguished service in ministry and to provide assistance for men and women preparing to be United Methodist pastors in North Carolina.

The Mary Owens Bell Fitzgerald Scholarship Endowment Fund was established in 1992 by F. Owen Fitzgerald, Jr., Divinity School Class of 1954, of Raleigh, North Carolina, to honor his wife and to provide support for study abroad by students who are preparing for United Methodist parish ministry.

The Shelley Abbey Fogleman Scholarship Endowment Fund was established in 1989 by L. Jan Fogleman of Durham, North Carolina. It is in memory of his wife, Shelley, Divinity School Class of 1983, and their children, Sarah Elizabeth, Hannah Rebekah, and Stephen Michael. The fund income provides scholarships for women, with preference given to those who are mothers of young children.

The L. Brunson George, Sr. Endowment Fund was established in 1993 by Mrs. Evelyn Dacus George of Hermitage, Tennessee, in memory of her husband who was a member of the Divinity School Class of 1933 and a United Methodist pastor. The fund income is for unrestricted support.

The Clara S. Godwin Endowment Fund was established in 1993 by the Divinity School and friends at her retirement as director of finance and administration to honor Mrs. Godwin's twenty-four years of service. Income from the fund is for unrestricted support.

The Richard A. Goodling Memorial Endowment Fund was established in 1989 by John P. Jaquette, Jr., Divinity School Classes of 1968 and 1970, of Scotia, New York, to honor Dr. Goodling who, from 1959 until his death in 1986, was professor of pastoral psychology in the Divinity School. The fund income is designated for lectures and seminars in the field of pastoral care.

The W. Kenneth and Martha O. Goodson Fund was established in 1981 to honor Bishop Goodson, Divinity School Class of 1937 and retired Bishop of the United Methodist Church, and Mrs. Goodson. The fund was doubled in 1985 by a major gift for scholarships and parish ministry support from Bishop and Mrs. Goodson.

The Ned and Carmen Haggar Scholarship Fund was established in 1985 by Carmen Haggar of Pinehurst, North Carolina, through her son, Alexander J. Haggar, to support theological education at Duke.

The P. Huber Hanes Scholarship was established by the late P. Huber Hanes of Winston-Salem, North Carolina, Trinity College Class of 1900, as a scholarship fund for Duke University, a portion of which is used to provide financial assistance for Divinity School students.

The Richard R. Hanner, Jr., Scholarship was established in 1973 by friends of the late Richard R. Hanner, Jr., Trinity College Class of 1953, to support advanced work in Christian education.

The Russell S. and Julia G. Harrison Scholarship Fund was established in 1980 by Russell S. Harrison, Divinity School Class of 1934, and his wife, Julia G. Harrison. The

fund supports persons from the North Carolina Conference of the United Methodist Church preparing for ordained ministry as local church pastors.

The Harvey Fund was established in 1982 by C. Felix Harvey and Margaret Blount Harvey, Trinity College Class of 1943, of Kinston, North Carolina, to provide scholarship assistance for students preparing for parish ministry.

The Stuart C. Henry Collection Endowment Fund was established by the Class of 1975 to honor Professor Henry. Income from the fund is used to enhance the collection of books on American Christianity. Substantial additional contributions to this fund have been made by Miss Marion D. Mullins of Fort Worth, Texas.

The Stuart C. Henry Scholarship Fund was established in 1986 by Mr. and Mrs. A. Morris Williams, Jr., of Gladwyne, Pennsylvania, to honor the distinguished teaching career of Professor Henry and to provide assistance for students, with preference given to those affiliated with the Presbyterian Church.

The Chesley Carlisle Herbert, Jr. Endowment Fund was established in 1993 by Mrs. Elizabeth Rose Herbert of Charlotte, North Carolina, Mr. and Mrs. George F. Pickett of Atlanta, Georgia, and Dr. Chesley C. Herbert III of San Francisco, California, in memory of Dr. Herbert. A member of the Trinity College Class of 1926 and the Divinity School Class of 1929, he served as a minister in the Western North Carolina Conference of the United Methodist Church. The income from the fund is for unrestricted support.

The Franklin Simpson Hickman Memorial Fund was established in 1966 by Mrs. Vera Castell Hickman in memory of her husband, Franklin S. Hickman, who served as professor of the psychology of religion, the dean of the Chapel of Duke University, and the first preacher to the university. The fund income supports a regular visiting lecturer in preaching and provides financial aid to students who wish to specialize in the psychology of religion.

The Geraldine Dysart Ingram Endowment Fund was established in 1990 by Margaret A. Dysart of Pinetops, North Carolina, to honor her daughter, Geraldine D. Ingram, Divinity School Class of 1982. The fund income is used for scholarships or grants-in-aid, with preference given to women who are preparing for ministry as a second career.

The George M. Ivey Scholarship Fund was established in 1948 by a gift of George M. Ivey, Trinity College Class of 1920, of Charlotte, North Carolina, for the support of ministerial education.

The George Washington Ivey Professorship with initial funding by the Western North Carolina Conference of the United Methodist Church and later funding by George M. Ivey, George M. Ivey, Jr., Leon Ivey, and the Ivey Trust is the oldest named professorship in the Divinity School.

The Robert L. Jerome Memorial Endowment Fund was established in 1989 by Jean Porter Jerome of Smithfield, North Carolina, to honor the life and ministerial service of her late husband, a graduate of Trinity College Class of 1926 and the Divinity School Class of 1929. The fund provides financial assistance primarily to international students.

The Jameson Jones Memorial Fund was established in 1982 by a bequest and memorial gifts following the untimely death of Jameson Jones, dean of the Divinity School, 1981-82. The fund provides for the enrichment of programs and study opportunities.

The Charles E. Jordan Scholarship Fund was established in 1969 by the family of Charles E. Jordan, former vice-president of Duke University, to support the education of ministers.

The Jordan-Sprinkle Scholarship Endowment Fund was established in 1990 by Margaret Jordan Sprinkle of Winston-Salem, North Carolina, honoring her late husband, Henry C. Sprinkle, and their families. The fund is to encourage training for distinguished pastoral leadership.

The William Arthur Kale, Jr., Memorial Fund was established in 1964 by Professor and Mrs. William Arthur Kale, Sr., for the purchase of books and other materials in the area of fine arts and religious musicology for the perpetual enrichment of the holdings of the Divinity School Library. William Arthur Kale, Jr., was a member of the Duke University Chapel Choir.

The Amos Ragan Kearns Professorship was established in 1970 by a gift from the late Amos Ragan Kearns of High Point, North Carolina, for a chair in religion.

The Lewis Clarence Kerner Scholarship was established in 1959 by Beatrice Kerner Reavis of Henderson, North Carolina, in memory of her brother and designated for the assistance of native or foreign-born students preparing for service in world Christian mission.

The Carl H. and Mary E. King Memorial Fund was established in 1976 by family and friends of Carl and Mary King, distinguished church leaders in Western North Carolina Methodism, to support students preparing for educational ministry in the parish.

The Martin Luther King, Jr., Memorial Scholarship Endowment Fund was established in 1990 by a grant from the Pine Tree Foundation of Gladwyne, Pennsylvania, at the request of Ruth and A. Morris Williams, Jr. The endowment commemorates the life and work of Dr. King and is a resource for African-American students who will be leaders of the Church.

The Sally B. Kirby Scholarship Endowment Fund was established in 1989 by Wallace H. Kirby, Divinity School Class of 1954, of Durham, North Carolina, as a memorial to his wife. Priority use of the fund income is for scholarships in the Master of Religious Education degree program.

The Milton Davies Kirkland Scholarship Endowment Fund was established in 1991 by Mr. Kirkland, Divinity School Class of 1990, of Harrisonburg, Virginia, in appreciation for the United Methodist Church and Duke Divinity School. The fund will give priority to United Methodists from the Virginia Annual Conference.

The James Allen and Sally Templeman Knight Scholarship Endowment Fund was established in 1989 by James A. Knight, Divinity School Class of 1944, of New Orleans, Louisiana, to provide student financial aid, especially for United Methodist students from South Carolina who intend parish ministry.

The John Haden Lane Memorial Scholarship was established in 1968 by the family of John H. Lane to provide support for education in Christian ministry, including chaplaincy and other specialized work.

The Louie Mae Hughes Langford Scholarship Endowment Fund was established in 1988 by Dr. and Mrs. Thomas A. Langford in memory of his mother.

The Thomas A. and Ann Marie Langford Fund was established in 1981 in honor of Dr. Thomas A. Langford, dean of the Divinity School, 1971-81, and Mrs. Langford.

The Thomas A. Langford Professorship in Divinity Endowment Fund was established in 1994 by friends and colleagues to honor the service of Dr. Langford: alumnus, distinguished professor, dean of the Divinity School, provost of the university, and trustee of the Duke Endowment.

The Laurinburg Christian Education Fund was established in 1948 by members of the First United Methodist Church, Laurinburg, North Carolina, for ministerial education.

The Harriet V. Leonard Scholarship Endowment Fund was established in 1992 by Mrs. Lyndal D. Leonard of Durham, North Carolina, to honor her daughter, retiring as the reference librarian for the Divinity School, and to provide scholarships for women with a priority for those who are beginning a second career.

The John Joseph Lewis Fund was established in 1982 by Colonel Marion S. Lewis, Trinity College Class of 1916, of Charleston, South Carolina, to honor his father, a circuit-riding Methodist preacher. The fund income provides scholarship support.

The D. M. Litaker Scholarship was originally established by Charles H. Litaker in 1946 in honor of his father, Dr. D. M. Litaker, Trinity College Class of 1890, and was specified for the Divinity School in 1977 by the Litaker family. The income is for support of persons preparing for ministry in the Western North Carolina Annual Conference of the United Methodist Church.

The Calvin M. Little Scholarship Fund was established in 1985 by the members of the First United Methodist Church, Mt. Gilead, North Carolina, to commemorate a generous bequest from Mr. Little and to affirm the important relationships between the church and the Divinity School.

The Robert B. and Mary Alice Massey Endowment Fund was established in 1980 by Mr. and Mrs. Massey of Jacksonville, Florida, for the support of excellence in ministry.

The Robert McCormack Scholarship was established by the trustees of The Duke Endowment to honor Robert McCormack, chairman of the board of The Duke Endowment at the time of his death in 1982.

The McClanahan Endowment Fund was established in 1993 by Arthur Lee McClanahan, Divinity School Class of 1975, of Fairfield, Connecticut, to provide funds for the Divinity School Library for the purchase of materials in practical theology in the area of evangelism.

The J. H. McCracken Memorial Scholarship Fund was established in 1947 by Dr. J. H. McCracken, Jr., of Durham, North Carolina, in memory of his father, the Reverend Jacob Holt McCracken, a Methodist minister who served churches in North Carolina for fifty years.

The C. Graham and Gradie Ellen E. Mitchum Fund was established in 1985 by Dr. and Mrs. Kenneth E. Mitchum of Pittsboro, North Carolina, in memory of his father, a lay preacher, and in honor of his mother. The fund provides scholarships for students who have significant financial needs and a strong commitment for ministry in the local church.

The J. Alex and Vivian G. Mull Scholarship Endowment Fund was established in 1987 by the grant committee of the Mull Foundation of Morganton, North Carolina, as a memorial to Mr. and Mrs. J. Alex Mull who were leaders in education, business, and the Church. Priority is given to students from Burke County, North Carolina.

The Myers Park Scholarship Fund was established in 1948 by members of the Myers Park United Methodist Church, Charlotte, North Carolina, for ministerial education.

The Needham-Hauser Scholarship Endowment Fund was established in 1986 by Duke University graduates Eugene W. Needham and his wife, Antoinette Hauser Needham, of Pfafftown, North Carolina, to provide assistance for students committed

to the parish ministry. Preference is given to persons from the Western North Carolina Conference of the United Methodist Church.

The W. Fletcher Nelson Scholarship was established in 1980 by friends of W. Fletcher Nelson, Duke Divinity School Class of 1930, of Morganton, North Carolina. He was responsible for the fund-raising efforts which enabled renovations and the building of the new wing of the Divinity School.

The W. R. Odell Scholarship was established in 1946 by the Forest Hills United Methodist Church, Concord, North Carolina, to honor Mr. Odell, a distinguished layman.

The Roy and Rae P. Old Scholarship Fund was established in 1984 by Marshall R. Old, Divinity School Class of 1975, of Moyock, North Carolina, to honor his parents and to provide assistance for students preparing for service in parish ministry.

The Ormond Memorial Fund was established in 1924 by Dr. J. M. Ormond, Trinity College Class of 1902, and Mrs. Ormond, in memory of his parents, Mr. and Mrs. J. J. Ormond. The fund income maintains the collection of books on the rural church.

The Parish Ministry Fund was established in 1968 to provide continuing education opportunities for selected parish ministers and lay leaders from the Western North Carolina Conference of the United Methodist Church. The fund sponsors seminars, short study courses, and makes special grants for full-time study leaves. The program is administered by the Divinity School with the assistance of the Parish Ministry Fund's Board of Directors.

The Emma Leah Watson and George W. Perrett Scholarship was established in 1984 by Mrs. Perrett of Greensboro, North Carolina, to provide scholarships for students preparing for the ministry in the local church.

The Ray C. Petry Scholarship Endowment Fund was established in 1989 by Dr. Petry, James B. Duke Professor Emeritus of Church History, of Dayton, Ohio, to encourage colleagues and students in their pursuit of excellence.

The Marshall I. Pickens Scholarship Endowment Fund was established in 1991 by The Duke Endowment of Charlotte, North Carolina, to honor Mr. Pickens, Trinity College Class of 1924, and to celebrate his distinguished fifty-three year career with The Duke Endowment, one of the nation's largest private foundations.

The Cornelius Miller and Emma Watts Pickens Memorial Fund was initiated in 1966 by the Pickens brothers to honor their parents. The fund income helps to support the Divinity School Media Center.

The Maude Simpson Pitts Scholarship Endowment Fund was established in 1986 by Mr. and Mrs. Noah O. Pitts, Jr., of Morganton, North Carolina, in memory of his mother. The fund provides support for students who are committed to parish ministry.

The William Kellon Quick Endowment for Studies in Methodism and the Wesleyan Tradition was established in 1985 by Mr. and Mrs. Stanley S. Kresge of Pontiac, Michigan, to support teaching, research, and publication in Methodist studies and to honor their pastor, William K. Quick, Divinity School Class of 1958.

The Henry Haywood Robbins Scholarship Endowment Fund was established in 1989 by Mr. and Mrs. Edwin B. Robbins of Pascagoula, Mississippi, in memory of his father, who attended Trinity College in the 1890's and was a Methodist pastor in western North Carolina, and his brother, H. Haywood Robbins, Jr., Law School Class of 1932, who was an attorney in Charlotte, North Carolina.

The McMurry S. Richey Endowment Fund was established in 1994 by Russell E. Richey, Douglas G. Richey, and Thomas S. Richey (Law School, Class of 1975) to honor their father and to commemorate the many years of service by members of the Richey family on the Divinity School faculty. McMurry S. Richey (Trinity College, Class of 1936; Divinity School, Class of 1939; Graduate School, Class of 1954) is a professor emeritus of theology and Christian nurture and Russell Richey is professor of church history and associate dean for academic affairs. The fund income is for unrestricted purposes.

The Roberts-Earnhardt Endowment Fund was established in 1991 by Daniel T. Earnhardt, Trinity College Class of 1962, Divinity School Classes of 1965 and 1966, of Greenville, North Carolina, to honor his parents, Daniel Edwin and Esther Roberts Earnhardt. The fund provides unrestricted resources for the Divinity School Library.

The Gilbert T. Rowe Memorial Scholarship Fund was established in 1960 through the generosity of alumni and friends of the Divinity School to honor the memory of Dr. Rowe, professor of systematic theology.

The Elbert Russell Scholarship was established in 1942 by the Alumni Association of the Divinity School in honor of Dr. Russell, professor of biblical theology and dean of the Divinity School, 1928-1941.

The John W. Shackford Endowment Fund was established in 1985 by Margaret S. Turbyfill, Trinity College Class of 1940, of Newport News, Virginia, to provide student scholarships in memory of her father, John W. Shackford, who was a leader in religious education with the former Methodist Episcopal Church, South.

The E. Clifford and Jane S. Shoaf Endowment Fund was established in 1993 by Mr. Shoaf, Divinity School Class of 1953, and his wife of Edenton, North Carolina, to provide funds for the Divinity School Library especially to enhance the research materials in Methodist studies. He served during 1972-78 as director of field education for the Divinity School.

The Gaston Elvin Small Family Fund was established in 1984 by Mr. and Mrs. Gaston E. Small, Jr., of Elizabeth City, North Carolina. As an unrestricted endowment, the fund honors the Small family and their strong ties with Duke University, the Divinity School, and the United Methodist Church.

The Dolly L. Spence Memorial Scholarship Fund was established in 1984 by Royall H. Spence, Sr. of Greensboro, North Carolina, in memory of his wife and to provide financial support for ministerial students.

The Hersey E. and Bessie Spence Fund was established in 1973 by a gift from the estate of Hersey E. and Bessie Spence and designated to establish a chair in Christian education.

The Hersey E. Spence Scholarship was established in 1947 by the Steele Street United Methodist Church of Sanford, North Carolina, in honor of their former pastor and late professor in the Divinity School.

The David Johnson and Mary Woodson Sprott Fund was established in 1982 by the Sprott family of Winter Park, Florida, to provide student scholarships in appreciation of Duke-educated ministers.

The Emorie and Norman Stockton Scholarship Endowment Fund was established in 1988 by Bishop and Mrs. Thomas B. Stockton, Divinity School Class of 1955, of Richmond, Virginia, in memory of his parents.

The Earl McCrary Thompson Scholarship was established in 1974 in honor of the late Earl McCrary Thompson, Trinity College Class of 1919, to support education for ministry.

The Walter McGowan and Minnie Daniel Upchurch Fund was established in 1971 by W. M. Upchurch, Jr., an alumnus of Duke University and a member of its Board of Trustees, honoring his parents. The fund income is used for the purchase of materials in the area of sacred music and is supplementary to a collection of materials given by Mr. Upchurch to the Divinity School Library.

The T. C. Vaughan Memorial Endowment Fund was established in 1990 by Dr. Thomas J. Vaughan of Lexington, Kentucky, to honor his great-grandfather, a circuit-riding Methodist preacher, and with gratitude for the effectiveness of Duke alumni in ministry. The fund is an unrestricted income source for the Divinity School, which means it may be applied to scholarships, library acquisitions, building needs, or general programs.

The Village Chapel Scholarship Endowment Fund was established in 1993 by the Men of the Village Chapel in Pinehurst, North Carolina, to celebrate the spiritual leadership of the ministers past, present, and future who serve the Village Chapel parish and to encourage excellence in ministry through the support of students engaged in theological education at Duke.

The Wilson O. and Margaret L. Weldon Fund was established in 1983 by a friend to honor Dr. Weldon, Divinity School Class of 1934 and trustee-emeritus of Duke University, and Mrs. Weldon. Income from the fund is for student scholarships.

The A. Morris and Annabel Williams Fund for Parish Ministry was established in 1983 by Mr. and Mrs. A. Morris Williams, Jr., of Gladwyne, Pennsylvania, both graduates of Duke University. This fund honors A. Morris Williams, Divinity School Class of 1932, and the late Mrs. Williams. Income from the fund is designated for scholarships, continuing education, and creative program support for persons committed to Christian ministry through the local church.

The Ruth W. and A. Morris Williams, Jr., Professorship was established in 1988 by Mr. and Mrs. A. Morris Williams, Jr., of Gladwyne, Pennsylvania, both graduates of Duke University. The endowment income is restricted for use by the Divinity School for a professorship in the field of parish ministry studies.

The C. Carl Woods, Jr., Family Scholarship Endowment Fund was established in 1988 by Mr. Woods of Durham, North Carolina, to celebrate the many ties between three generations of his family and Duke University.

Additional Resources

The Duke Endowment, established in 1924, provides under the Maintenance and Operation Program, field education grants for students of the Divinity School who serve in rural United Methodist churches under the Endowment and Field Education Program.

The James A. Gray Fund was presented to the Divinity School in 1947 by James A. Gray of Winston-Salem, North Carolina, for use in expanding and maintaining its educational services.

The United Methodist Church makes a substantial contribution to the Divinity School by designating a percentage of its Ministerial Education Fund and World Service Offerings for theological education. The General Board of Higher Education and Ministry makes available annually two national United Methodist scholarships.

The Dempster Graduate Fellowships are awarded annually by the United Methodist Board of Higher Education and Ministry to graduates of United Methodist theological schools who are engaged in programs of study leading to the Ph.D. degree in religion. A number of Divinity School graduates have held these fellowships.

Field Education



A Program for Ministerial Formation

Field education is a vital and exciting component of the Divinity School's academic program. Ministry contexts provide abundant opportunity for action as well as reflection, enabling students to work with their personal and spiritual gifts and experiences as well as the rich conceptual material offered by the Divinity School. In these settings students are typically (1) working to clarify and test their calls to ordained or lay ministry; (2) exploring ministerial roles and identity; (3) building and strengthening the diverse skills required for ministry; and (4) learning to understand and approach ministry theologically as well as psychologically, sociologically, and organizationally.

Field Education Credit Requirements

Two units of approved field education placement are required for graduation in the Master of Divinity degree program and one for the Master of Religious Education program. The Th.M. and M.T.S. degrees have no field requirements. A unit is defined by one term placement, either a full-time summer term of ten or twelve weeks or an academic term of thirty weeks at ten hours per week. To be approved, the field setting must provide ministerial identity and role, distinct ministerial tasks, qualified supervision, a service-learning covenant, regular supervision conferences, and effective evaluation. Each unit also requires participation in orientation and reflective seminars, or courses.

To qualify for credit the student must apply and be approved for a credited placement, develop and complete a learning covenant with acceptable quality of work, cooperate with the supervisor, participate in a reflective seminar, and prepare an evaluation of the experience. Evaluation will be done by the field supervisor, student, field education staff, and the teaching faculty of Church's Ministry 100 (in the case of the second field requirement).

Prerequisite for the first field placement is enrollment in or completion of Church's Ministry 10. Prerequisite for the second placement is completion of sixteen academic credits. The first placement must be *completed* within twelve months of CM 10, the second immediately prior to or concurrent with CM 100.

Guiding Ministerial Formation

Development of readiness for ministry is the responsibility of each student. If the field education staff has reservations about a student's readiness for a field placement, they will specify requirements preparatory to the assignment. If the student requests, a committee consisting of the student's faculty adviser, a member of the Field Education Committee, and a member of the field education staff will review the staff's decision. Divinity School admissions materials, faculty perceptions, evaluation by the field education staff, and, if necessary, additional professional evaluation will be used. This committee will approve the field assignment or refer the student to remedial avenues of personal and professional development, including, if necessary, a leave of absence or withdrawal from school. Such action will be referred to the Academic Standing Committee for inclusion in assessment of that student's progress toward graduation. When, for whatever reason, a student's evaluation from a field setting raises questions about his/her ministerial learning and/or growth, or his/her use of the setting for those purposes, the same committee may be convened to assess the student and the experience in order to make appropriate recommendations to the Academic Standing Committee.

Field Settings for Ministerial Formation

Students may elect to meet their field learning requirement in one of several ways. They may elect a voluntary ministry avenue. The setting must meet the requirements set by the Divinity School, but students, with the direction of the Office of Field Education, have latitude in selecting their settings. They must invest a minimum of 300 hours in preparation and presence, a minimum of ten and a maximum of thirty weeks in the setting and comply with the requirements specified by the Divinity School.

Students may use a setting where they have found employment by a congregation or church agency. Again, approval by the Office of Field Education for credit, 300 hours of preparation and presence, at least ten hours per week, plus compliance with Divinity School requirements regarding setting, supervision, and structure are required.

Finally, field placements are often made in settings that have been developed and approved by the Divinity School. These offer opportunities for ministerial service with supervision, pastoral identity, and evaluation. All these settings meet field placement requirements.

A variety of ministry settings is available for particular student goals: parish settings (rural, suburban, urban, and larger parish patterns); institutional settings (public housing, mental retardation centers, and retirement homes); campus ministry settings (positions on the campuses of a variety of schools as well as internships in college teaching); and urban ministries.

While the Divinity School offers this rich diversity of settings for personal and ministerial formation, the large majority of placements fall in local churches in small communities. Because of the Divinity School's ties with the United Methodist Church, most field placements occur in that tradition. However, the Divinity School will do everything possible to assist every student in finding at least one placement in his or her own denominational tradition. Each student is required to complete one credit in a local church setting, unless permitted by the Field Education Committee to do otherwise.

Internship Program

A full-time internship embraces both a full-time salaried position and a learning commitment in a single context over a six- to twelve- month period. These opportunities provide in-depth practice of ministry skills particular to the student's field placement setting and vocational goals. Internships must encompass an advanced level of specialized field experience that is more complex and extensive in its serving and learning potential than the basic field education short-term placement. The internship may be

individually designed to meet the needs and interests of the student, provided that the plan includes a student learning covenant, approved supervisory standards, and an investigation-research project acceptable to the assigned faculty adviser. When these components are satisfactorily met and the evaluation reports are filed, credit for up to two courses may be assigned to the internship. No additional academic credit may be accumulated during the intern year. Grading for the two course credits will be on a pass/fail basis.

Internship settings may be student-initiated or negotiated by the school. In either case an agency contract covering all agreements must be made and filed with the Office of Field Education. Types of settings occasionally available for internship placement include campus ministry and college chaplaincy positions; parish ministry positions such as associate pastor or director of education; and institutional positions.

To be eligible to register for an internship, the student must have completed at least one-half of his/her degree program and be registered as a student in good standing in the Divinity School. Application forms and processing for internships will be done through the Office of Field Education.

Students Serving As Pastors

Students frequently serve as pastors of churches, or part-time associates, during the period of their study in the Divinity School. These appointments are made by the appropriate denominational official or body. The Divinity School recognizes this arrangement and recommends that the student consult with the Office of Field Education, as agent of the dean, before accepting an appointment as pastor or associate pastor.

The Office of Field Education cannot make these appointments. This is within the jurisdiction of denominational authorities, and students should initiate their own arrangements. The Office of Field Education, however, requires a student application for appointment prior to accepting one. The office also provides area church officials with recommendations for students.



Project Bridge workers in Durham soup kitchen.

Students who serve in these capacities ordinarily may enroll in no more than three courses per semester, thus requiring eight semesters to complete the Master of Divinity degree. Student pastors are not permitted to enroll in summer study of any kind. Relaxation of this regulation requires the permission (on the appropriate form) of the supervising church official, the field education staff, and the associate dean for curricular affairs. Students are strongly and actively discouraged from attempting to commute more than fifty miles one-way on a daily basis. Extensive commuting will jeopardize the student's academic program, health, ministry, and family life.

In keeping with the goal of the school to develop competence in ministry, students should use their pastoral appointments as learning contexts for field education programs initiated by the school. Special seminars and reflection groups are arranged in consultation with students to advance their ministerial growth and guide the pastor's learning activity in the parish. Periodic evaluation will be expected in the pastor's parish. If all the conditions outlined for credit are met, and all reports are completed and filed at the appropriate time, credit may be extended. If, however, the parish setting proves inadequate for the student's needs for ministerial growth and development, the field education staff will convene a review committee consisting of the student's faculty advisor, a member of the Field Education Committee, and one of the field education staff to review the student's needs and take appropriate action to assist the student in growth. Examples of such action are: requiring an alternative field experience, or a basic unit of clinical pastoral education, psychological evaluation, personal therapy, leave of absence from the school, etc.

Field Education and Clinical Pastoral Education

Students may use a basic unit of clinical pastoral education successfully completed in an accredited CPE center to fulfill either the first or the second field education requirement. To receive field education placement credit, students must have the CPE center mail directly to the Office of Field Education the original or certified copy of the supervisor's final evaluation indicating the unit was successfully completed and a full unit of credit extended. The field office will then notify the Divinity School registry to this effect, and both academic and field education placement credit will be given. CPE must be concurrent with or within twelve months following CM 10. For the second field education placement, CPE must be taken immediately prior to or concurrent with CM 100.



Field education experiences include rural placements.

International Programs



Archbishop of Canterbury George Carey (l.) and Dean Dennis Campbell at the Duke Canterbury Course.

A Global Perspective for Duke Divinity School

We need to ensure that all our students will have exposure to international ideas and information during their time here. This can be accomplished in a number of ways—by encouraging them to spend time abroad, by increasing the number of students and faculty who come to Duke from other countries, by designing courses and extracurricular programs with an international dimension. Most fundamentally, however, we must cease to think of “international” experiences as exotic, separate from our basic experience each day. We should make international links and contexts an integral part of the way we think and live at Duke; we should work past special enclaves and earmarked programs towards the day when everything we do will be informed by our global consciousness.

President Nannerl O. Keohane, *Inaugural Address*, October 23, 1993

When Dennis M. Campbell became dean of the Divinity School in 1983, his first administrative addition was a Committee on International Studies and Programs. “I believe,” he wrote, “that the future of theological education must be seen in a global perspective and that persons preparing for ministry must encounter the reality of Christianity in the context of our whole world.”

Since that time, there has been a gradual expansion of opportunities for study or travel abroad and an increase in faculty participation in programs outside of the United States. Some of these are listed below. The faculty and administration of the Divinity School stand ready and eager to assist with any proposals for a broadening of theological studies in a global context.

The Home Country. Duke Divinity School continues to attract students from other countries who make a significant contribution to the community. Every year, we have about ten international students from several different countries. Because of financial limitations and the maturation of higher theological institutions in other parts of the world, a majority of the international students come for a shorter period of time and for advanced degrees.

Furthermore, the Lecture Program Committee brings a succession of distinguished scholars and church leaders to speak in the Divinity School. Among these in the last few years have been the following:

The Reverend Dr. Bonganjalo Goba, Soweto, South Africa
Professor Morna Hooker, University of Cambridge, England
The Reverend John Dunlop and Father Brian Lennon, Belfast, Northern Ireland
Professor Rudolph Bohren, Heidelberg University, Germany
Professor John Milbank, University of Lancaster, England
Professor Norman Young, Theological Hall, Victoria, Australia
Henry Thiagaraj, Madras, India

Professor Nicholas Lash, University of Cambridge, England
Professor Lesslie Newbigin, Birmingham, England
Father Gustavo Gutierrez, Lima, Peru
Father Eugenij Grushetsky, Minsk, Bjelorussia
Professor Leonard D. Hulle, University of South Africa, South Africa
Hans Norbert Janowski, editor of "Evangelische Kommentare," Stuttgart, Germany

In addition to courses in world Christianity (including Theology in Context: The Church in Latin America, Theologies of Third World Women, and Liberation Theologies) and courses in the history of religion under the graduate program, various other departments offer courses related to international studies: War in the Christian Tradition, Ethics in World Religions, Marxist Ideology and Christian Faith, Food and Hunger, among others. Professors Geoffrey Wainwright from Great Britain and Teresa Berger from Germany add an international and ecumenical flavor to the faculty.

Travel Seminars. For a number of years, under the supervision of the Center for Continuing Education, faculty members have led travel seminars to study the role of the Church in significant areas of social and cultural development. Each year the Divinity School conducts groups of seminary students, faculty, and ministers to Mexico, generally during the spring recess.

A three-seminary travel seminar to the Middle East, involving five Duke students, took place in the summers of 1992, 1993, and 1994.

Study Abroad. At the present time the one regular, on-going program of study abroad is an exchange with the University of Bonn, West Germany. Each year one German student is enrolled for a year at Duke, while an American student is selected to study in Bonn. This program, carried on for many years, has been augmented by faculty seminars: in May 1983 on the theme of "Luther's Understanding of Human Nature and Its Significance for Contemporary Theology," with a follow-up at Duke in March 1985, focusing on North American anthropology and Reinhold Niebuhr. The Divinity School is currently developing a regular exchange program with the Methodist Church in Peru. As a part of this exploration, one of our students and one of our faculty members spent the spring semester of 1989 and the fall semester of 1992 in Lima, Peru. In 1991, four of our faculty members went on a travel seminar to Peru to strengthen Duke's links with the churches there.

Duke University is one of the supporting members of the American Schools of Oriental Research. Accordingly, students and faculty in the Divinity School have the privilege of attending the Albright Institute of Oriental Research in Jerusalem, the American Center of Oriental Research in Amman, and other similar institutions without charge for tuition. They may also compete for the four fellowships offered annually by the schools.

Individual students from time to time have made private arrangements for study abroad. These have most often taken place in England or Scotland, with academic credit usually transferrable toward the Duke degree. Most recently, one of our students fulfilled her field education requirement through working for a semester within the Anglican Church in Mozambique, while another spent a year in Cochabamba, Bolivia, working in a shelter for women and children on the streets of the city. Invitations have been extended from such widely-scattered institutions as Wesley College, Bristol, England; Trinity Theological College, Singapore; United Theological College, Bangalore, South India; and the School of Theology, Sao Paulo, Brazil. The International Studies Committee will assist with contacts and information for individual proposals.

International Service. The involvement of Duke Divinity School with international institutions and cultures has always gone beyond one-way educational opportunities. Over the years faculty, alumnae and alumni, and students have lived and worked in

locations abroad, under both ecclesiastical and secular auspices. The latest listings include approximately a hundred seminary graduates in ministry overseas.

Divinity students often participate in international service projects on a short-term basis. Several have taken part in evangelistic or building work-teams, chiefly in the Caribbean. At least one spent a summer in Japan holding youth services under the auspices of OMS International. Faculty, too, are engaged in a variety of activities outside the United States. In addition to innumerable conferences and lectures in Canada and Europe, professors have taught and given papers in countries of the Two-Thirds World: for example, Professor Langford in Singapore, and Professor Wainwright in Ireland, Israel, Singapore, Australia and New Zealand. Recently Professor Wainwright lectured in Uganda and Estonia, and in the spring he accepted appointment as visiting professor at the Gregorian University in Rome. Professor Herzog spent the spring semester of 1990 and the summer and fall of 1992 at the Biblical Theological Seminary of the Methodist Church in Peru and at the University of Lima in Peru.

Our World Parish. "The world is my parish," said John Wesley. Today that "mission field" has become an international Christian community with much to share. Through its international programs, the Divinity School seeks to contribute to a "covenanting towards unity" with the goal of full communion among the churches of the world. We discover through our efforts as a worldwide community of faith that we are inseparable not only as members of the human family, but, above all, as members of the church catholic. We need to embody this inseparable communion locally by learning from each other, standing in solidarity with each other, celebrating our common faith, and growing together. Through its international programs, the Divinity School seeks to live out its faith in a church family that transcends national, racial, denominational, geographic, gender, political, and economic boundaries.



Gustavo Gutierrez (center) speaks at Duke Chapel during vigil honoring Latin American martyrs.

Black Church Affairs



The Office of Black Church Affairs

The Office of Black Church Affairs has two principal objectives: (1) to assist black students in deriving the greatest possible value from theological education; and (2) to call the entire Divinity School community to serious and realistic dialogue with the Black Church and the black community. In keeping with these objectives, the Office of Black Church Affairs provides the following programs, activities, and services:

Academic Study. American theological education has long ignored the concerns and contributions of the black religious experience, a circumstance that the Divinity School curriculum addresses through (1) offering courses whose content and methods draw upon scholarship about and by African-Americans and (2) the inclusion of African-American scholarship in courses throughout the curriculum.

Preaching and Lecture Series. Fall and spring preaching and lecture series provide frequent opportunities to hear outstanding black preachers in Divinity School classes and worship services. The Gardner C. Taylor Preaching Series brings outstanding black preachers to the campus, and the Martin Luther King, Jr. Lecture Series brings to the Divinity School community lecturers of national stature to address the issues of justice, peace, and liberation in relation to the insights of the Gospel and the black religious experience.

Continuing Education. In cooperation with the Center for Continuing Education, the Office of Black Church Affairs provides several programs for black pastors in the region, including the Gardner C. Taylor Black Preaching Series, the Martin Luther King, Jr. Lecture Series, and seminars on black concerns and issues. Occasional conferences, colloquies, symposia, and the Annual Convocation and Pastors' School supplement these offerings.

There are opportunities for academic study for all qualified black pastors and lay persons. The extensive holdings of the Divinity School Library and the services of the Henry Harrison Jordan Loan Library are also available upon application to the librarian of the Divinity School.

Church Relationships. Through the Office of Black Church Affairs, the Divinity School reaches out to the black churches in the Durham-Raleigh vicinity. Such relationships not only afford excellent field settings for ministerial study and work, but they also provide a laboratory in which both blacks and whites together can gain wider knowledge of, deeper appreciation for, and increased sensitivity to the issues and urgencies of black culture.

The Office of Black Church Affairs also acts as a liaison with several clergy and community groups including the Interdenominational Ministerial Alliance and the Durham Ministerial Association.

The Office of Black Church Affairs provides counsel and advice to prospective black seminarians in undergraduate schools and encourages inquiries concerning study opportunities available at Duke Divinity School. For further information, contact William C. Turner, Office of the Director of Black Church Affairs, The Divinity School, Duke University, Box 90971, Durham, North Carolina 27708-0971.

Continuing Education



The Center for Continuing Education

Through the Center for Continuing Education the Divinity School offers extensive opportunities in education for the Church's ministry. The Divinity School provides a year-round program of residential seminars and conferences, extension seminars and consultations, and special services to clergy and churches throughout the nation, including the annual Benjamin N. Duke fellowship for clergy sabbaticals.

Admission and Scholarships

Conferences, churches, and other supporting groups and institutions have made available through the Divinity School designated funds to assist in continuing education for ministry. Inquiries, applications for admission, and requests for continuing education scholarships for residential seminars should be directed to: Director of Continuing Education, The Divinity School, Box 90966, Duke University, Durham, North Carolina 27708-0966 (919) 660-3448.

In-Residence Seminars and Conferences

During the academic year 1994-95 the Divinity School conducted a series of continuing education seminars, workshops, and conferences for clergy and laity. Some of these were: "Proclaiming the Biblical Witness: Reflections on the Jesus Seminar," "Las Casas: In Search of the Poor of Jesus Christ," "Celebrating the Life of Dietrich Bonhoeffer," and "Contemporary Worship in the Twenty-first Century." In addition, special seminars were presented for many districts from the Western North Carolina Conference and the North Carolina Conference of the United Methodist Church. Current seminar schedules can be obtained through the director of continuing education.

International Travel-Study Seminars

The Center for Continuing Education sponsored an international travel-study seminar in 1994, "An Introduction to Mexico," led by Divinity alumnus and Ph.D. candidate Daniel Bell ('91). The Center for Continuing Education, in cooperation with the Duke Endowment and Educational Opportunities, sponsored a travel seminar to the Holy Land for eligible clergy from the Western North Carolina Conference and the North Carolina Conference of the United Methodist Church.

Extended Study Leave Program for Clergy

Each year clergy nationwide request the opportunity to further their studies through the use of the Divinity School Library and other Duke libraries. Other clergy wish to meet with specific Divinity School professors, seeking guidance in their reading and study. Still others have a particular topic or subject they wish to pursue and want the director of continuing education to point them to books, seminars, or professors that might help them. The Divinity School is happy to receive clergy for a study leave under the following guidelines:

1. The pastor submits a short biographical sketch and a study proposal.
2. The director of continuing education assesses the appropriateness of the proposal for the pastor and for Duke. When a pastor is granted permission to come to Duke on a study leave, the director of continuing education supervises the study.
3. CEU's are awarded after a discussion with the director of continuing education and a report from the pastor.

Visiting Scholars Program

The Center for Continuing Education provides carrel space and library privileges for scholars who wish to spend an extended time at Duke while on sabbatical leave. Those interested in this program should call or write to the director of continuing education.

National Institute for New Church Pastors

Duke Divinity Schools Center for Continuing Education, in cooperation with the North Carolina and Western North Carolina Annual Conferences, is beginning an annual institute for pastors involved in the process of beginning and sustaining new local churches. This institute would be appropriate for pastors who are either beginning a new church, or pastors who desire to be better equipped to start new churches. After completion of four weeks in the institute, we will issue a certificate of completion.

The Convocation and Pastors' School

The annual Divinity School Convocation and Pastors' School, a cooperative endeavor with the North Carolina and Western North Carolina Conferences of the United Methodist Church through the Board of Managers of the Pastors' School, brings together ministers, laypersons, students, and faculty for a series of lectures, sermons, and courses, along with alumni reunions and social occasions.

The James A. Gray Lectures. These annual lectures, established in 1950 as part of a bequest made in 1947 by James A. Gray of Winston-Salem, North Carolina, are delivered in the context of the Divinity School Convocation and Pastors' School. The 1993 Gray Lecturer was Thomas G. Long, Francis Landy Paton Professor of Preaching and Worship at Princeton Theological Seminary.

The Franklin S. Hickman Lectures. This lectureship was established in 1966 as part of a bequest by Mrs. Franklin S. Hickman in memory of her late husband, Dr. Franklin Simpson Hickman, professor of psychology of religion, Duke Divinity School, and dean of the Chapel, Duke University. This lectureship enables the Divinity School to bring practicing ministers of extraordinary qualities to lecture and preach in the Convocation and Pastors' School and to participate in Divinity School classes, worship, and informal sessions with students and faculty. The 1993 Hickman lecturer was Lovett H. Weems, Jr., president of Saint Paul School of Theology.

Duke Lay Academy of Religion

The Lay Academy of Religion offers continuing education courses for all interested persons throughout the year with sessions in Durham, Greensboro, High Point, Charlotte, Fayetteville, and other locations. Courses are offered in the Bible, comparative religions, theology, Christian ethics, and other selected topics. Contact the Director of Continuing Education, Duke Divinity School, Duke University, Durham, North Carolina 27708-0966 or call (919) 660-3448 for more information and a current list of courses.

Ministry in the Vicinity

Ministers and churches in the vicinity of Duke University are especially welcome to avail themselves of continuing education programs, facilities, and other services of the Divinity School and its faculty and students. They are invited to attend public lectures, visit with distinguished lecturers, participate in in-residence seminars and conferences, audit selected courses, study in the continuing education carrels, and use the resources of the Divinity School Library, the Henry Harrison Jordan Loan Library, and the tape recordings collection. Divinity School faculty, staff, and students are generally available for preaching, teaching, and other services in churches of the community and region.



Professor of Biblical Interpretation James M. Efird.

Additional Study Opportunities



The J. M. Ormond Center for Research, Planning, and Development

This center was established in memory of the late Dr. J. M. Ormond, professor of practical theology of Duke Divinity School and director of the Rural Church Program under the Duke Endowment, 1923-48. The North Carolina Annual Conference established the J. M. Ormond Fund in 1951 as part of the special effort of the North Carolina and the Western North Carolina Conferences of the United Methodist Church to provide additional programs at the Divinity School. It is jointly supported by the Ormond Fund and the Rural Church section of the Duke Endowment.

The center has three purposes. First, it assists the Church in its ministry by providing research and planning services. Second, it provides training for ministerial students in church and community studies. Third, it contributes through basic research to the understanding of the nature and functioning of the Church. Emphasis is given to research and planning studies of rural United Methodist churches in North Carolina.

Programs in Pastoral Psychology

Programs in pastoral psychology beyond the studies incorporated in the M.Div. curriculum are provided in cooperation with Duke University Medical Center. Two such programs are available.

1. The Master of Theology degree with a major in pastoral psychology is ordinarily a calendar year program beginning the first full week in June. However, upon the recommendation of the staff, candidates with a quarter or more of clinical pastoral education may begin their program in September. The candidate may plan one of two programs or concentrations:

- a. concentration in pastoral theology relating psychology and theological understanding to professional ministry, especially the parish, through course work and supervised field or clinical experience; and
- b. concentration in pastoral care and an introduction to the field of pastoral counseling through course work and an intern year in clinical pastoral education.

A quarter of clinical pastoral education is considered a prerequisite for all programs. Students who wish to complete the intern year in CPE and earn a Master of Theology degree will normally need two years to complete the program.

Students in CPE may not have other field education appointments or employment. However, a CPE unit will, when satisfactorily completed, count as one field education unit if taken in relation to either Field Education Seminar I or II. Only one field education requirement may be fulfilled by CPE.

In the context of clinical pastoral education, various professional goals may be sought, including general understanding and skills in pastoral care and specialization in pastoral counseling and clinical supervision. Persons specializing in pastoral counseling and pastoral psychotherapy will advance toward certification with the American Association of Pastoral Counselors and the American Association of Marriage and Family Therapists.

2. Single units of basic clinical pastoral education are offered each summer (beginning the first Monday in June and running for eleven weeks) and concurrent with the fall and spring semesters in the Medical Center. Single units of basic parish-based clinical pastoral education are available concurrent with the fall and spring semesters. When the unit is completed within one semester, the student may take two other courses in the regular M.Div. program. Two transfer course credits will be granted for a summer CPE quarter or two course credits will be granted for the unit taken during the academic year (unless a course credit has already been granted for PP 77, in which case only one additional credit will be given for the CPE unit). Only one unit (2 course credits) may be applied to the M.Div. or M.R.E.

Students are reminded that ordinarily no more than five courses out of twenty-four for the M.Div. degree should be taken in any one subdivision.

3. A one-year certificate or nondegree internship program in clinical pastoral education is available through the Duke Medical Center for persons who hold the Master of Divinity degree or its equivalent. Also, students who wish to pursue a pregraduation intern year are invited to apply, provided they have completed at least one year of theological education. The certificate, nondegree intern year can be done at any level of clinical pastoral education (basic, advanced, supervisory) that the candidate and the supervisory staff judge appropriate. These persons may enroll in the Divinity School as special students for a course or two each semester. Such training usually provides four units of certified clinical pastoral education credit.

Admission to either the basic unit or the internship Program of Clinical Pastoral Education is distinct from admission to the Divinity School. Applications for CPE enrollment are available in the Chaplains Service Office, Duke Medical Center.

For further information concerning any of these programs, write to Director, Programs in Pastoral Psychology, Duke Divinity School. See the section on the Master of Theology degree program.

Women's Studies at Duke University

Divinity School students of all degree programs are encouraged to undertake a women's studies concentration as a part of their program. The concentration represents a body of interdisciplinary work in feminist scholarship separate from work on women in ministry. Students undertaking a women's studies certificate are assumed to have at least one undergraduate course in history, literature, sociology or psychology in order to begin concentration. **Students interested in undertaking a concentration need to consult the women's studies brochure as well as the special hand-out on "Graduate Work in Women's Studies" issued annually by the program. They must also make an appointment to talk with the director.** The purpose of this initial contact is to lay out a plan of study in women's studies that will coordinate with the course work in the Divinity School and to declare formally the intention to earn a certificate, insuring a place in the core course, WST 211.

Divinity School students who have had a significant interruption in their educational program, returning to the university after gaining extensive life experience, and those who have worked professionally in women-centered services outside the university, earn the certificate by taking at least 3 courses:

- WST 211, *A History of Feminist Thought*, an interdisciplinary seminar focusing on materials by and about women over time;
- CT 214, *Feminist Theology*, a course which presents the methodological issues of combining gender analysis with theological reflection and covers major feminist theologies by treating each of the traditional doctrines of systematic theology in terms of the pertinent feminist issues identified by these works;
- one additional course that is listed with the program, either within the Divinity School or from another university department.

Divinity School students who have entered Duke with less than five years of noncollegiate experience and no work history in women-centered services earn the certificate by taking at least 4 courses:

- WST 211;
- CT 214;
- two additional courses that are listed with the program, one of which must be offered by a department outside the Divinity School. This outside course may be cross-listed with the Divinity School and another department or professional school.

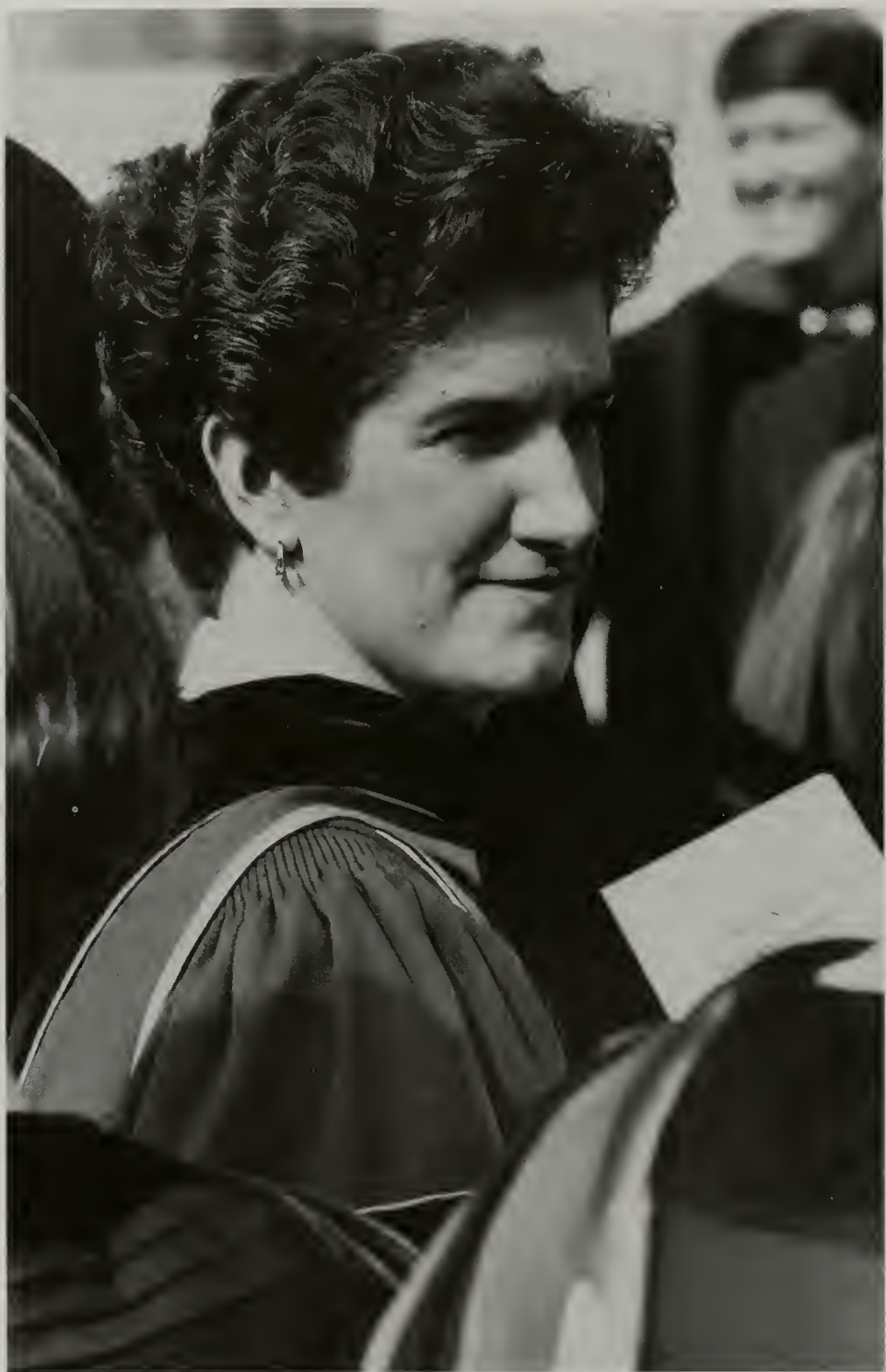
These policies are effective for those earning the graduate certification in Women's Studies after October 1, 1991.

(For relation of this opportunity to requirements of the several degree programs, see section on the curriculum. Note especially the "Required Limited Elective" in Theologies in Context that is part of the M.Div. degree.)

Denominational Studies

The Divinity School offers the full array of courses required for ordained and diaconal ministry in the United Methodist Church (see below for particulars). It also offers courses in the history and polity of other denominations substantially represented in the student population. Baptist, Christian (Disciples of Christ), Episcopal, Presbyterian, and United Church of Christ courses occur on a regular, usually two-year cycle. Courses on other traditions have been arranged when needed and when staffing was available.

In 1989, the Divinity School began creating advisory committees on denominational studies. Three have been established to date, a Committee on Presbyterian Studies, a Committee on Baptist Studies (now known as the Board of Directors of the Baptist House of Studies) and a Committee on Episcopal Studies. Others may be established if needed.



Assistant Professor of Liturgics Karen Westerfield Tucker.

The task of such committees is to take under care the persons from the respective traditions who are preparing for diverse ministries at Duke Divinity School. That care shall consist of advising students; counseling and preparing candidates for judicatory examinations or interviews; advising the Divinity School on the curricular and extra-curricular needs of those students; participating as appropriate and necessary in teaching of courses designed with students from the respective tradition in mind; creating an atmosphere at Duke University conducive to the effective preparation of that denomination's ministers; and holding events, services, and workshops instrumental toward the transmission of denominational practice, tradition, and doctrine.

These three denominational groups constitute sub-committees of the Curriculum Committee of the Divinity School. They relate to the Curriculum Committee on the performance of Duke students in interviews, examinations, and ministry; indicating how Duke courses and structures may have affected that performance; identifying specific courses or types of courses that would serve denominational needs; advising the Curriculum Committee, and through it the associate dean for field education and the Divinity School faculty, on practical theological and field education denominational needs; locating suitable placements for students and encouraging congregations to participate actively in the ministerial formation of Duke students; soliciting financial support for denominational study at Duke; exploring the feasibility, and if feasible, laying the foundations for a house of studies; reporting to the Curriculum Committee on its various activities; and at its last meeting in the spring and after consulting with the appropriate judicatories or constituencies, nominating a slate of members of the committee for the following academic year.

The Board of Directors of the Baptist House of Studies is composed of Divinity School faculty and students who are Baptists, members of the Divinity School administration, and representatives (both clergy and laity) of Baptist organizations. The Baptist House of Studies has a residential director who coordinates the program for Baptists and assists in teaching Baptist courses. The Committee on Episcopal Studies and the Committee on Presbyterian Studies are composed of area ministers, chaplains at Duke University, graduate and professional students, Divinity School faculty of that tradition, and members of the Divinity School administration.

Since their creation, these committees have proven effective in carrying out their mandates, disseminating information, establishing lines of communication, counseling students, and improving the Divinity School's effective care of persons preparing for ministry.

The Course of Study for Ordained Ministry

In cooperation with the Division of Ordained Ministry of the Board of Higher Education and Ministry and the Southeastern Jurisdictional Conference of the United Methodist Church, the Divinity School hosts the Course of Study School for local pastors of the United Methodist Church. This school is in session for four weeks each summer, and the required studies for one full year can be completed in this period. This is not a part of the regular work of the Divinity School degree program, and no credit toward a seminary degree can be earned. The faculty includes representatives from the Divinity School and other church-related institutions. The forty-sixth session of the Course of Study School is being held June 26-July 21, 1995. For further information on the Course of Study School write to the Director, Course of Study School, Duke Divinity School, Box 90966, Durham, North Carolina 27708-0966.

Curriculum



Professor of Church History Russell E. Richey.

Degree Programs

The academic work of the Divinity School presently embraces four degree programs: the Master of Divinity degree (M.Div.), ordinarily of three academic years; a one-year program beyond the basic degree, the Master of Theology (Th.M.); and two programs of two academic years, one leading to the degree of Master of Religious Education (M.R.E.) and the other to the degree of Master of Theological Studies (M.T.S.). The first three are graduate-professional degrees; the M.T.S., inaugurated in September of 1987, is a general academic degree. Admission to candidacy for any of these degrees presupposes the completion of the A.B. or its equivalent.

Students preparing for ordination into the Christian ministry and requiring appropriate graduate-professional education will enroll for the Master of Divinity degree. Students whose acquired academic standing, under this basic degree program, entitles them to further specialized study may advance their command of selected theological disciplines by applying for an additional year of studies leading to the Master of Theology degree. Together, these two degree programs constitute a sequence. Although the Master of Divinity degree fulfills requirements for ordination by prevailing ecclesiastical standards, the Th.M. program may assist in assuring a larger measure of professional preparation. Application for admission to the Th.M. program is open to graduates of other schools who have completed the basic theological degree.

The Master of Religious Education degree program is designed to prepare qualified persons, ordinarily not seeking ordination, for a ministry of Christian education in local churches or other organizations. The course of study is arranged to provide grounding in biblical, historical, and theological disciplines as essential background for instruction in and exercise of professional competence in curricular planning, teaching methods, and supervision of educational programs for various age groups. The M.T.S. provides an introduction to the theological disciplines as foundation for a graduate research degree (Ph.D); preparation for lay religious degrees other than Christian education; grounding for teaching, research, or practice in another field (e.g., history, psychology, music); enhancement of institutional roles; and personal enrichment.

The specific requirements for each of these degrees are found in the succeeding pages. Completed course work cannot be credited toward more than one degree. Reciprocal transfer of credit for course work taken under the M.Div., M.R.E., or M.T.S. programs requires the permission of the associate dean for academic programs.

Doctoral Studies Accredited by the Graduate School

The Divinity School provides a substantial body of course offerings to an advanced level in biblical, historical, systematic, and contemporary theological disciplines that are accredited by the Graduate School and the faculty of the Divinity School, and lead to the Doctor of Philosophy degree. Sharing responsibility with the university Department of Religion for staffing and curricular provisions of this course of study, the Divinity School is the principal contributor to the program of graduate studies in religion. However, the Ph.D. in religion is certified and awarded under the Graduate School, and the doctoral student's admission and matriculation are administered under that division of Duke University.

With few exceptions, most courses in the *Bulletin of Duke University: The Divinity School* carrying a 200 number or above and belonging to the fields noted above are applicable to doctoral programs of study. These courses are open to qualified M.Div., Th.M., M.R.E., or M.T.S. students by permission of the instructor.

Qualified persons who desire to pursue studies leading to the degree of M.A. or Ph.D. in religion, under the administration of the Graduate School, are advised to apply to the dean of that school. Inquiries concerning fellowships or specific requirements of the Program of Graduate Studies in Religion may be addressed to the director, 209 Divinity School.

Administration of the Curriculum

Students are required at the time of each registration period to plan their course of study with the consultation and approval of their assigned faculty advisers. Such programs are subject to the review and approval of the Committee on Academic Standing, the dean, and the associate dean for academic programs. It is the responsibility of each student to see that all requirements for graduation (and for ecclesiastical ordination) are met, and that any special permission granted to deviate from the normal program is properly recorded on the personal files in the registry.

Grading System. The Divinity School employs the grading scale with the following letters, *A, B, C, D*, and that have been defined as follows: *A*, excellent; *B*, good; *C*, satisfactory; *D*, passing; *F*, failure; *WI*, withdrew illness; *W*, withdrew, discretion of the dean; *WF*, withdrew failing; *I*, incomplete; *P*, passed; *NC*, noncredit; *Z*, year course. At the discretion of the instructor, individuals or classes may in certain instances be graded simply as pass or fail. Such *P/F* grades shall be limited to no more than 25 percent of a student's total curriculum at Duke and will not be figured in the grade point average.

The denotations are defined as follows according to quality points: *A*, 4; *A-*, 3.7; *B+*, 3.3; *B*, 3.0; *B-*, 2.7; *C+*, 2.3; *C*, 2.0; *C-*, 1.7; *D+*, 1.3; *D*, 1.0.

Students earning a *D* (*D+*, *D*, *D-*) in a core or foundational course shall be obliged to retake and pass a regularly scheduled final examination in that course with a grade of *C-* or better. Students will be advised that their chances of passage will be enhanced by auditing the course. The grade on the re-take does not displace or alter the *D* grade or affect the g.p.a.

Advanced Placement. Students may, on the basis of undergraduate courses, a religion major, or other substantial preparation, be given advanced placement in one or more of the eight required subjects. Such placement normally presumes at least two college courses in a given area (e.g., Old Testament) with a satisfactory grade average and permits the student to fulfill the requirement by electing an advanced course in the same area (e.g., an advanced Old Testament course in place of Old Testament 11).

Limited Program. Students whose work after admission is not satisfactory may be placed on limited programs by the Academic Standing Committee and are required to reduce their course loads or to make other academic adjustments. Students who during the first year of Divinity School maintain less than a *C* (2.0) average, including failures, ordinarily will be required to withdraw from the school.

Incompletes. A student may petition the associate dean for academic programs to receive a grade of incomplete in a course. This petition must be filed in writing on the prescribed form with the registry on or before the last official day of classes of the semester in question. Such permission may be granted when a student, through some circumstances beyond control, such as illness, has been hindered from meeting the course requirements. Adjudication of the petition will rest with the associate dean and the instructor concerned. The associate dean will communicate in writing to the student regarding the joint decision and any conditions attached thereto. An incomplete becomes either an *F* or a permanent incomplete unless it is removed through completion

of assigned work by the following dates: for incompletes incurred in fall semester courses, 1 February; for incompletes incurred in spring semester courses, 1 September. The grade of permanent incomplete is reserved for instances in which the student's work in the course was substantial and of passing quality.

Change of Courses or Withdrawal. Students are permitted to change their course registrations, without incurring a penalty, during the prescribed drop/add period at the beginning of each semester. Any alteration in the number of courses must be officially reported and recorded. The adding of a course requires the permission of the instructor of that course as well as the student's faculty adviser. Any refund of tuition related to withdrawals will be according to the published schedule.

No student will be permitted to withdraw from a course after one-half of the semester without incurring failure, except for causes adjudged by the associate dean for academic programs to be beyond the student's control. Conditions of genuine emergency and not considerations of convenience will be determinative in considering requests, which must be submitted in writing on academic petition forms.

Leave of Absence. A student wishing to take a leave of absence for one or two semesters, and intending to return to a degree program in the Divinity School, should so notify the associate dean for academic programs in writing in advance. No leave of absence will be granted for more than one full academic year, although an emergency extension may be requested from the associate dean for academic programs.

Withdrawals from School. Students deciding to withdraw from the Divinity School, for whatever reason, should consult with their faculty advisers and the associate dean for academic programs, and must file a written statement of withdrawal prior to departure. All students who have officially withdrawn or whose leave of absence extends beyond one academic year but who wish later to return to the Divinity School will be required to reapply for admission, and provide whatever documentation is required by the director of admissions.

Directed Study. Students may, with permission of their faculty advisers and the instructors involved, take one or two units of Directed Study, preferably not in the same semester. These independent study courses under individual faculty supervision are ordinarily in subjects at an advanced level which cover material not available in the regular curriculum. Students wishing to take more than two courses by Directed Study must have permission from the associate dean for academic programs in consultation with the student's faculty adviser and the instructor who agrees to direct that study.

Cognate Courses. Students may, in consultation with their faculty advisers, take up to two graduate level courses in other departments of Duke University or at the University of North Carolina. Permission for more than two such cognate courses must be secured from the associate dean for academic programs. Courses in Duke's Department of Religion do not count within this limit.

Graduation with Distinction. Students who achieve a grade point average of 3.85 for overall academic records in the M.Div., M.T.S., and M.R.E. programs are granted the degree *summa cum laude*. Students with a grade point average of 3.65 or above are awarded their degrees, *magna cum laude*. Such distinction is calculated on the basis of letter grades only, totaling at least three-quarters of all courses taken at Duke, and will be indicated on the student's diploma.

Part-Time Students. Students taking less than three courses in any given semester are considered part-time students and are ineligible for financial aid from the school.

Auditors. Full-time students paying for at least three courses are permitted to audit additional courses at no extra cost, if space permits, with the approval of their advisers, the associate dean for academic programs, and the instructor of the class. Special

students, part-time students, or persons not candidates for degrees in the university are charged an audit fee for each such course.

The Basic Theological Degree-Master of Divinity

The faculty of the Divinity School views the curriculum as dynamic, not static; constantly endeavors to review the curriculum as a whole and to tailor individual courses to meet the needs of a rapidly changing world; and periodically commits itself to overall curricular change. Major curricular revisions were instituted in 1948, 1959, and 1967. Another such revision took effect in September of 1987.

This degree program is structured to elicit a positive response to: (1) the challenge to provide an adequate professional education for ministry; (2) the needed variability of ministries in today's complex world; (3) the norms of university education; and (4) the Christian tradition.

Aims of the Curriculum. The aims of the basic degree program focus upon four goals, four areas of personal and curricular responsibility, four lifelong tasks which should be strongly advanced during the seminary years.

1. *The Christian Tradition.* To acquire a basic understanding of the biblical, historical, and theological heritage.
2. *Self-Understanding.* To progress in personal and professional maturity, personal identity, life-style as an instrument of ministry, major drives, handling of conflict, resources, professional competency, etc. This is to be coupled with a sensitivity to the world in which we minister, its social forces, its power structures, its potential for humanization and dehumanization.
3. *Thinking Theologically.* To have the ability to reflect upon major theological and social issues and to define current issues in theological terms and theological issues in contemporary secular terms.
4. *Ministering-in-Context.* To have the ability to conceptualize and participate effectively in some form of contemporary ministry.

Goals of such scope cannot be neatly programmed in any curriculum, and the degree of achievement (in seminary and beyond) will vary with individuals and their own motives and incentives.

The Basic Curriculum General Description. Graduation requirements for the Master of Divinity degree consist of satisfactory completion of twenty-four courses, with an overall grade point average of C (2.0) or better; ten basic courses or their equivalent; three limited electives; two units of approved field education; and two evaluations.

The basic curriculum provides for foundational courses in biblical, historical, theological, and ministerial studies representative of the tradition and regarded as indispensable background for subsequent elective work and individual program information. These required courses total ten of the twenty-four courses necessary for graduation. They are Old Testament 11, New Testament 18, Church History 13 and 14, American Christianity 28, Christian Theology 32, Christian Ethics 33, Preaching 30, Church's Ministry 10 and 100. At least one course must be elected from three designated lists of offerings (available at registration) in advanced Biblical Studies, Black Church Studies, and Theologies in Context (the latter covers such fields as Women's Studies, World Christianity, and Liberation Theology). The opportunity of advanced standing adds further variability to the academic program, depending upon the nature and quality of the student's undergraduate academic work. Fourteen courses, over half of the required total, are available for working out an individualized program of studies leading to specialized preparation in academic depth and to professional ministerial competence.

Required courses may be staffed by one or more professors and are planned to treat subject matter both in scope and depth at the graduate level.

The formulation of the student's course of studies is guided by certain broad but normative recommendations for area distribution of courses and by the advice and counsel of appointed faculty advisers or authorized directors.

Students and advisers are directed to read diligently the paragraphs on elective studies and professional aims and distribution of elective studies in the section on administration of the curriculum.

All academic programs are subject to review and emendation by the dean and the associate dean for academic programs for the fulfillment of the aims of the curriculum. The declared vocational and professional objective of the student is of central importance both to the student and to the faculty adviser in planning the student's comprehensive study program.

Six semesters of residential study are ordinarily required for the completion of the degree. With permission of the associate dean for academic programs, certified nonresidential study, not exceeding the equivalent of eight courses, may be permitted to a candidate for the basic degree.

The normal academic load is four courses per semester. A student with demonstrated competence may, with the consent of the academic adviser and the associate dean for academic programs, enroll for an additional course in the middler and senior years.

General Features of the Basic Curriculum. The following is a brief summary of the basic curriculum:

1. Twenty-four courses and six or more semesters of residency are required for graduation.
2. Each student is required to complete two approved assignments in field education (with or without remuneration) under supervision.

Such assignments might include an internship, a summer of full-time work, two semesters of part-time work, or involvement in church or community service. The essential criteria for graduation credits are that the amount and quality of supervision be approved by the Office of Field Education, and that the student be required to evaluate and correlate the experience directly.

3. A normal academic load is four courses with credit.

Admission to candidacy for the Master of Divinity degree is admission to the regular program of studies. The suggested paradigm defines the normal sequence of the student's developing program. Students enrolled for less than three courses are considered part-time and are not eligible for financial aid or student health services.

The curriculum intends to serve graduate-professional aims with maximum flexibility. Fourteen elective courses are available and may be programmed to satisfy vocational and professional preferences. In planning a course of study, the student, in consultation with the adviser, should choose a program that will give a broad understanding and appreciation of future professional responsibilities. Members of the faculty and staff welcome inquiries.

Professional ministries include those of the parish, preaching, teaching, and pastoral care; ministries of education in local churches and higher education; missions; campus ministry; specialized urban and rural ministries; chaplaincies, hospital, institutional, industrial, and military; teaching; religious journalism; audiovisual communications; church agencies; and ecumenical ministries at home and abroad. For many of these, further specialized training will necessarily be sought elsewhere beyond the basic degree. For all of these ministries the student's program of studies can be shaped for the particular ministry in view.

Students are encouraged to elect at least one course in each of the following areas or subdivisions of the curriculum beyond the required courses: American Christianity; history of religion; Christian education; world Christianity and ecumenics; biblical

exegesis; pastoral psychology; Christian ethics; worship and preaching; care of the parish (including church and community). Such advanced courses should be selected with a view to the individual's vocational and professional aims and in consultation with the student's faculty adviser. Students are also encouraged to concentrate, usually in not more than five courses in any one subdivision of the curriculum, in an area directly related to their vocational and professional intention. The program of each student is subject to review and revision by action of the faculty adviser, the Committee on Academic Standing, the associate dean for academic programs, or the dean.

Evaluation/Self-evaluation. The successful completion of the new M.Div. program rests upon three components: (1) grades; (2) field education; (3) faculty evaluation. Two points of evaluation/self-evaluation occur. One, after the first semester and as an aspect of Church's Ministry 10, provides an early reading on the student's sense of vocation and the appropriateness of the Duke M.Div. program for that person; gives early direction to the student's academic program; provides guidance for the first field assignment.

The second, normally after the fourth semester and as part of Church's Ministry 100, reviews the student's progress to date in classroom and field learning and assesses the student's readiness to complete the Master of Divinity program. Specifically examined are the student's (1) understanding of his/her Christian vocation, (2) self-perception as person in ministry, (3) command of skills of ministry, and (4) ability to integrate practice and theology of ministry.

The instruments to be used for the second include (1) a self-evaluation document; (2) field education data and transcript; (3) a fifteen to twenty-five page typewritten paper on the student's emerging theology of ministry in relation to his/her given faith heritage; (4) an episode of ministry such as a verbatim, a sermon, a case study, a church program, etc., which demonstrates the theology of ministry; and (5) a forty-five minute oral exam over the paper, specific episode, etc.

The evaluation is a graduation requirement which must be satisfied as any other requirement. Students who require significant additional work as judged by the evaluating committee will have to complete that work prior to graduation.

Information from the evaluation is protected by the statutes concerning privacy and confidentiality. It will not be shared by the Divinity School with any extra-university party except upon written release of the student and then only in summary fashion.

A SUGGESTED M.DIV. CURRICULAR PARADIGM

Junior Year

Fall Semester

Church's Ministry 10
Church History 13
Old Testament 11
Elective
(Evaluation 1)
Field Education 1

Spring Semester

Christian Theology 32
Church History 14
New Testament 18
Elective

Middler Year

Fall Semester

Christian Ethics 33
Preaching 30 (or Elective)
American Christianity 28
Elective
Field Education 2, a prerequisite to CM 100

Spring Semester

Elective
Preaching 30 (or Elective)
Elective
Elective

Senior Year

Fall Semester

Church's Ministry 100

Elective

Elective

Elective

(Evaluation 2)

Spring Semester

Elective

Elective

Elective

Elective

Required Limited Electives:

One course in Black Church Studies (from designated list)

One course from Theologies in Context (from designated list of courses treating Women's Studies, World Christianity, Liberation Theology)

One additional course in scripture

The third requirement in scripture may be met in one of the following ways:

(1) by the course entitled "The Interpretation of Scripture" (OT/NT 150); (2) by the biblical language sequences OT 115-16 or NT 103-4 (or an advanced language course in which a formal exegetical paper is required); (3) by an English exegesis course in which a formal exegetical paper is required (the courses to be specified in registration materials); (4) by a Greek or Hebrew exegesis course.

Field Education. Two units of approved field education are required; they are represented above as winter term placements (thirty weeks); they may also be satisfied in summer placements (ten to twelve weeks).

Student Pastors and Others with Heavy Outside Employment. Students in candidacy for the Master of Divinity degree who serve as full-time pastors or work more than fifteen hours per week in addition to their academic schedule are advised that their degree programs will usually require a fourth academic year.

Modification of this schedule requires the approval of the associate dean for academic programs on recommendation of the associate dean for field education.

1. Students with pastoral charges or comparable extracurricular responsibilities ordinarily will enroll for not more than three courses.
2. Students who accept pastoral charges in their middler or senior year are required to have the prior approval of the associate dean for field education. Such students will be required to restrict their course work in accordance with regulation 1 above.
3. Modifications of these regulations will be scrupulously administered. Academic achievement, normally a *B* average, must be demonstrated before any modification of these requirements is allowed. Because adequate indication of the student's academic proficiency is not available before the completion of the first academic year, no modification of regulation 1 is possible for junior students.
4. Students who secure minor employment outside the channels of the Office of Field Education are required to inform the associate dean for field education. Students carrying an outside employment work load of more than fifteen hours per week will be required to limit their academic load.
5. Ordinarily a student may not commute more than fifty miles (one way). Students living farther away than this will be required to stay in Durham during the academic week.
6. Student assistant pastors (not pastors-in-charge) may enroll for a full academic load if they are not on limited program, if their work is under the supervision of the associate dean for field education, and if their field duties involve no more than fifteen hours per week.

Study Abroad. Study abroad, with transferable credit toward graduation, may be allowed for a candidate for the Master of Divinity degree by approval of the associate dean for academic programs. A strong academic record is a prerequisite. Ordinarily, permission for such study may be granted to students who have completed the work of the middler year. Both the institution abroad and a specific course of study proposed must have the prior approval of the associate dean for academic programs. Required courses and the two field education units must usually be completed at Duke.

Transfer Credits. Transfer of credit to the Divinity School of Duke University, leading to candidacy for the degree of Master of Divinity, will normally be limited to one-third of the academic credits (in proportional evaluation) required for fulfillment of degree candidacy (see the chapter, "Admissions").

Ordination Requirements. Students preparing for ordination are strongly advised to ascertain early in their seminary program the precise ordination requirements of their denomination.

United Methodist students must fulfill educational requirements in the *Discipline*, by completing the year-long course on Methodist doctrine, history, and polity (CP 159 and 160). Most annual conferences also require one or more courses in preaching and worship and/or clinical pastoral education.

Students from other denominations should consult with their appropriate church bodies for specific requirements, which may include biblical languages. Polity courses for certain other denominations may be offered from time to time by faculty members or local clergy on prior request.

Continuation Requirements. The following are the continuation requirements for students enrolled in the M.Div. degree program:

1. The student must maintain a cumulative grade point average of 2.0. If a student falls below this level he or she may be terminated or warned and placed on limited program. This means that the student may enroll in no more than three courses.
2. At the end of the second semester the student on limited program who does not attain a cumulative GPA of 2.0 is terminated. In exceptional cases a student who shows substantial improvement the second semester but does not quite attain a GPA of 2.0 may be given a third semester to do so.
3. The progress of all students is reviewed at the end of every semester by the Academic Standing Committee.

The M.Div. degree must be completed within six years (twelve semesters). The minimum time in which a degree can be completed is three years (six semesters).

To be classified as full time, a student must be enrolled in three or more courses in a semester.

M.Div. with a Concentration in Christian Education. Persons wishing a Master of Divinity degree with a concentration in Christian education will complete the stated requirements of the M.Div. curriculum. In addition, they would ordinarily take CED 25 in the first semester of the junior year; CED 132 in the first semester of the middler year; CED 250, the Senior Symposium in Christian Education, in the second semester of the senior year; and two other Christian education courses. They would also complete one field education unit in a Christian education setting.

Certificate in Baptist Studies. Students in the M.Div. and M.R.E. programs interested in a certificate in Baptist Studies should declare that interest, on matriculation, to the director of Baptist Studies and/or the associate dean for academic programs. They will be assigned a Baptist faculty advisor and will be expected to participate actively in Baptist student affairs. They successfully achieve the certifi-

cate with at least one field education placement in a Baptist institution, the completion of three courses in Baptist studies (typically including the year-long sequence in history, polity, and doctrine), participation in the Baptist phase of CM 100 (or CED 250), and a senior evaluation by a Baptist faculty member.

The Master of Religious Education Degree

The course of study leading to this degree is designed for persons desiring to prepare for leadership and service in the educational ministry of the Church.

Admission. Applications for admission to the Master of Religious Education program are evaluated by the same standards as those applicable to the Master of Divinity degree, and admission requirements and procedures are also the same (see page 29, Admissions: Requirements and Procedures). Students planning to specialize in Christian education should study the sections of this bulletin that contain statements of policy regarding the most appropriate prerequisite studies for theological education and the procedures to be followed in applying for admission.

Requirements. The Master of Religious Education degree usually requires two years, or four semesters, of residence and study and the fulfillment of the following requirements:

1. Sixteen courses according to the following curricular paradigm:

First Year

Fall Semester

CED 80: Educational Ministry
Church History 13
Old Testament 11
Elective
(Evaluation 1)

Spring Semester

Christian Theology 32
Church History 14
New Testament 18
Elective

Second Year

Fall Semester

Christian Ethics 33
CED 132: Curriculum Teaching and Learning
Elective
Elective
(Evaluation 2)

Spring Semester

CED 250: M.R.E. Symposium
Elective
Elective
Elective

Required Limited Electives: Two courses in Christian Education. One unit of approved Field Education is required.

Note: The courses in scripture, history, and theology above are those typically elected. Others in the same divisions may be substituted with the permission of the advisor, the divisional chair, and the associate dean for academic programs.

All M.R.E. students will be involved with their advisor in two evaluation/self-evaluation processes. One, after the first semester, provides an early reading on the student's sense of vocation and direction. The second, normally during CED 250, assesses the student's readiness to complete this professional degree program. The latter includes the submission of a fifteen-twenty page paper entitled "My Emerging Theology of Educational Ministry." Both draw upon insights and data from field education as well as from academic performance.

United Methodist Requirements. This degree meets the academic requirements for consecration as a diaconal minister in the United Methodist Church when United Methodist doctrine and polity (CP 159-60) are taken as electives. To be certified as a

director or minister of Christian education by an annual conference, a student would need to take a course in worship, typically CW 78, and United Methodist history, doctrine and polity (CP 159-60), in addition to the courses in Christian education required for the degree. Students are advised to consult with their Conference Boards of Diaconal Ministry.

Continuation Requirements. The following are the continuation requirements for the M.R.E. degree program:

1. The student must maintain a cumulative grade point average of 2.0. If a student falls below that he or she may be given a second semester to bring the cumulative GPA up to 2.0. Failure to do so results in termination.
2. The progress of all students is reviewed at the end of every semester by the Academic Standing Committee.

The minimum time in which the M.R.E. can be completed is two years (four semesters). The degree must be completed in four years (eight semesters).

To be classified as full time a student must be enrolled in three or more courses.

The Master of Theological Studies Degree

This two-year (four semesters) general academic degree, inaugurated in September of 1987, is designed to provide an introduction to the theological disciplines as: (1) foundation for a graduate research degree (Ph.D.); (2) preparation for lay religious careers; (3) grounding for teaching, research or practice in another field (e.g., history, psychology, music); (4) enhancement of institutional leadership roles; (5) personal enrichment.

Requirements:

1. Sixteen courses and four or more semesters of residency (at least three semesters of which must be at Duke, i.e., transfer credit is limited to one semester);
2. a normal load of four courses per semester;
3. two courses from each of the biblical, historical, and theological divisions, specifically the Old and New Testament introductions; the two semester survey of church history; and the basic theology and ethics courses;
4. the maintenance of a cumulative grade point average of 2.5;
5. a paper* submitted within a course in the final (fourth) semester and fulfilling, in part, the requirements of that course which addresses itself to the coherence, learnings, or major emphases of the individual's program (choice of course by mutual consent of student, instructor, advisor);
6. completion of all requirements for the degree within a four year (eight semester) period.

Administration. In consultation with their advisers, students will draft a set of program goals and project a four semester course plan (or an appropriate alternative plan on a part-time basis). At each registration conference, students and advisers will reassess program goals and the course plan adopted by the student. At the end of each semester, the Academic Standing Committee shall review the progress and cumulative grade point average of each student. The M.T.S. program as a whole will be administered by the associate dean for academic programs who will take responsibility for any colloquia or other special M.T.S. programs.

*Guidelines for the fourth semester paper will be available.

Persons enrolled for three or more courses would be classified as full time.

Students enrolled in the M.T.S. program could avail themselves of graduate level courses of the university open to Divinity School students and cognate to their programs and offerings of the Divinity School except those courses specific to other degrees, e.g. the Church's Ministry 10 and 100 courses of the M.Div. program and the M.R.E. Colloquium.

United Methodist Requirements. This degree meets the academic requirements for consecration as a diaconal minister in the United Methodist Church when United Methodist doctrine and polity (CP 159-60) are taken as electives. Students are advised to consult with their Conference Boards of Diaconal Ministry.

A SUGGESTED M.T.S. CURRICULAR PARADIGM

First Year

Fall Semester

Elective

Old Testament 11

Church History 13

Elective

Spring Semester

Christian Theology 32

New Testament 18

Church History 14

Elective

Second Year

Fall Semester

Christian Ethics 33

Elective

Elective

Elective

Spring Semester

Elective*

Elective

Elective

Elective

The Master of Theology Degree

The course of study leading to the degree of Master of Theology is designed for graduates of accredited theological schools who desire to continue or resume their theological education for enhancement of professional competence in selected areas of study. Enrollment in the Th.M. degree program is open to a limited number of students who have received the M.Div. (or the equivalent) with superior academic records.

Inquiries on admission may be addressed to the director of admissions for referral to the director of the Th.M. Program.

General Requirements. The general requirements for the degree of Master of Theology are:

1. Eight course units of advanced studies, with an average grade of B (3.0 average on a 4.0 scale).
2. Superior performance in a comprehensive examination covering the major area of study. As an alternative to the comprehensive examination the student may elect to do a research project in one major area if approved by the supervising professor. This project shall carry one course credit, to be counted within the eight units required.
3. Residence for one academic year or the equivalent. (Equivalency to be determined by the associate dean for academic programs).

* One of the electives serves as the context for the summary paper.

There are no general language requirements. However, classical or modern languages may be required for certain programs (for example, in biblical studies, Hebrew or Greek may be required).

The Program of Study. At least four of the required eight courses must be taken in one of the basic theological disciplines (biblical, historical, theological, or ministerial) that shall be designated as the candidate's major, and at least two courses in another discipline (i.e., an area of study distinct from the major) that shall be designated as the candidate's minor. Ordinarily, no more than two units may be taken through directed reading, and no more than one of these in any one semester.

The comprehensive examination will be given at the close of the course of study for the degree, ordinarily in May or September. Persons electing to do a research project should obtain guidelines for their submission and deposit in the library from the associate dean for academic programs.

The entire program of studies and comprehensive examination or project can be completed within twelve months. In some cases, the time limit may be extended, but in no case beyond three years.

The candidate majoring in pastoral psychology may plan one of three programs or concentrations: a concentration in pastoral theology relating psychology and theological understanding to professional ministry, especially the parish, through course work and supervised clinical or field experience; a concentration in pastoral care through course work and an intern year in basic or advanced clinical pastoral education; a concentration in pastoral counseling through course work and supervised counseling experience in a pastoral counseling center (if that can be arranged). In the context of clinical pastoral education various professional goals may be sought, including general understanding and skills in pastoral care. The Clinical Pastoral Education Program is certified by the Association for Clinical Pastoral Education. Persons specializing in pastoral counseling and pastoral psychotherapy will be moved toward certification with the American Association of Pastoral Counselors and the American Association of Marriage and Family Therapists. Course PP 181 A (or its equivalent) is considered a prerequisite for a major in pastoral psychology. It is not applicable toward the eight courses required for the degree, although it will be indicated on the student's transcript. Accordingly, the student majoring in this area should ordinarily make provision for a program extending for a full calendar year.

Financial Aid. Please note in the pertinent sections of the chapter "Financial Information" that the charges for tuition and general fee for the Th.M. degree are combined and are made on the basis of the number of courses taken, and that in order to be eligible for medical care a student must be taking at least three courses.

Continuation Requirements. The following are the continuation requirements for the Th.M. degree program:

1. The student must maintain a cumulative grade point average of 3.0. A student who falls below this level is terminated.
2. The progress of all students is reviewed at the end of every semester by the Academic Standing Committee.

The Th.M. degree must be completed within three years (six semesters). The minimum time in which the degree can be completed is one year (two semesters).

To be classified as full time a student must be enrolled in three or more courses in a semester.

Th.M. students who have registered for the eight required courses and have completed all course work except the comprehensive or the project may maintain registration, obtain use of university resources (library), contract for supervision and sustain their program by registering through a Course Continuation Fee (CCF 101 or

102) in every semester until the program is completed. The fee is \$100 per course (per semester).

Duke Summer Session

The Divinity School offers a limited summer program, including intensive biblical language courses (Hebrew in 1994 and Greek in 1995), individual directed study, and foundational courses for United Methodist diaconal ministry. Summer courses of graduate level may also be taken in other departments as cognate credits (maximum of two, see provisions under administration of the curriculum). Permission for such credits must be secured in advance from the instructor and from the associate dean for academic programs, and may involve university rather than Divinity tuition.

Special Programs

Duke Divinity School is a participant in the National Capital Semester for Seminarians conducted by Wesley Theological Seminary in Washington, D.C. Students may, with the approval of the associate dean for academic programs, enroll in this one-semester program focused on political issues and social ethics, and receive up to four transfer credits. Applicants must have completed at least two and not more than four semesters at Duke to be eligible.

International Study Programs

For several years the Divinity School has been developing programs of international study and exchange involving faculty and students. The main areas in which the development is centered at this time are the following:

Mexico Seminar. Brief intensive travel-study to foster appreciation of Mexico, its people, history, culture, and religion with special attention to the faith and mission of the Church in Latin America today. Direct encounter with Third World poverty. About twelve persons per seminar.

China Seminar. A travel-study seminar on the re-emergence of the Church in China focusing on the unprecedented response to the Church in a Marxist society. Participants have the opportunity also to learn about China and its people and see first hand the changes taking place in this remarkable country.

Robert E. Cushman Exchange Fellowship. Each year faculty and staff nominate a student to represent the Divinity School in the Bonn/Duke Exchange Program. Through the year program at Bonn University (Germany), the student becomes thoroughly acquainted with another culture and different church life. Full participation in nine classes at Bonn required. Language preparation necessary.

Dumfries, Scotland. In cooperation with St. Michael's Parish, Dumfries, Scotland, the Divinity School offers an academic year's experience. A modest stipend provides basic support and trans-Atlantic air fare. This opportunity is open each year to one rising senior who serves as a full-time parish assistant for this parish of the Church of Scotland.

Students wishing to make other arrangements for study abroad should consult with both associate deans as early as feasible. A more extensive description of the Divinity School's international programs follows the section on Field Education.

Courses of Instruction



Course Enrollment

The foundational courses typically carry two digit numbers (e.g., New Testament 18, Church History 13, American Christianity 28, Christian Theology 32). Other courses numbered through 199 are elective courses for Divinity School students only. Many courses numbered 200 and above are approved for credit by both the Divinity School and the Graduate School, and require the permission of the instructor. For other prerequisites the student should consult the roster of courses of instruction in this bulletin and should also refer to published registration advices at the time of registration for each semester.

Courses jointly approved by the Divinity School and the Graduate School of Duke University are published in the *Bulletin of Duke University: The Divinity School*. Courses offered in the Department of Religion of Duke University, or as cognate courses in other departments, must be of graduate level (numbered 200 or above) in order to fulfill requirements for degrees in the Divinity School.

Projected Course Offerings

The following list of proposed course offerings for the 1995-1996 academic year is tentative and subject to change. Detailed listings are available at the time of preregistration in the middle of the preceding semester, and more distant plans may be ascertained by consulting the divisional representative or the instructors concerned.

Fall Semester, 1995

Old Testament (OT) 11, 106E, 115, 207
New Testament (NT) 18, 103, 114, 116D, 118, 226F, 341
Church History (CH) 13, 276
Historical Theology (HT) 302, 338
American Christianity (AC) 28, 349
History of Religions (HR) 131
Christian Theology (CT) 119, 122, 132, 214, 256, 329, 352
Christian Ethics (CHE) 33, 220, 348
Black Church Studies (BCS) 144
Church's Ministry (CM) 10, 100
Care of the Parish (CP) 152, 155B, 159
Christian Education (CED) 80, 132, 255
Church Worship (CW) 78, 180
Pastoral Psychology (PP) 64, 77, 181A, 273, 278, 281A
Preaching (PR) 30, 162, 196
Spirituality (SPI) 22

Spring Semester, 1996

Old Testament (OT) 11, 116, 106J, 223
New Testament (NT) 18, 104, 105, 117A, 226C, 257
Church History (CH) 14, 250, 272
Historical Theology (HT) 338
American Christianity (AC) 293
Christian Theology (CT) 32, 156, 211
Christian Ethics (CHE) 130, 244, 266
Black Church Studies (BCS) 124
World Christianity (WC) 263
Care of the Parish (CP) 142, 143, 151, 156B, 160, 180
Christian Education (CED) 110, 190, 250, 167
Christian Worship (CW) 78, 268
Pastoral Psychology (PP) 64, 75, 180, 181B, 271
Preaching (PR) 30, 180
Spirituality (SPI) 252
Religion and Society (RSO) 121

I. Biblical Studies

OLD TESTAMENT (OT)

11. Introduction to Old Testament Interpretation. An introduction to the literature, history, and religion of ancient Israel with emphasis upon exegetical methodology. One course. *Crenshaw and Greggs*

101. The Prophetic Movement. A study of the prophetic movement in Israel from the earliest period to the postexilic development of apocalyptic with special reference to the content and religious teaching of the prophetic writings. One course. *Efird*

106. Exegesis of the English Old Testament. Register for course by designated suffix, A-K. One course each. Prerequisite: Old Testament 11 or equivalent. Variable credit. *Crenshaw or Greggs*

106A. Genesis. One course. *Greggs*

106B. Amos and Hosea. One course. *Crenshaw*

106D. Wisdom Literature in the Old Testament. An analysis of selected biblical texts (Proverbs, Job, Ecclesiastes, Sirach, Wisdom of Solomon) and similar ancient Near Eastern literature. One course. *Crenshaw*

106E. Old Testament Psalms. Exegesis of various literary types; theological orientation of Old Testament liturgical prayer; implications for prayer and liturgy today. One course. *Crenshaw*

106I. Isaiah. One course. *Greggs*

106J. Jeremiah. A close exegetical study of the English text of Jeremiah and the history of its use and interpretation in Christian and Jewish communities. One course. *Greggs*

106K. Deuteronomy. One course. *Greggs*

109. The Religion of the Old Testament. A study of the religious ideas contained in the Old Testament with special reference to their interpretation from Robertson Smith to the present. One course. *Efird*

115-116. Introduction to Biblical Hebrew. Elements of phonology, morphology, and syntax. Exercises in reading and writing Hebrew. Exegetical treatment of the book of Jonah. (Two semesters: no credit will be given for 115 without completion of 116.) Two courses. *Staff*

130. Dying and Death. Critical consideration of biblical, legal, medical, and ethical perspectives. Prerequisite: New Testament 18, Old Testament 11, or equivalents. One course. *H. Smith and others*

150. The Interpretation of Scripture. A study of the methods by which modern interpreters seek to understand ancient texts, and of the problems and options involved in the move from text to sermon. Consideration of texts from both Testaments. Evaluation of the Lectionary as a means of interpretation. Prerequisite: New Testament 18, Old Testament 11. C-L: New Testament 150. One course. *Efird and others*

163. Biblical Prayer. An examination of biblical prayer in its ancient context, with attention to the function of prayer in religious traditions and modern theologians' uneasiness over "petition." One course. *Crenshaw*

170. Women, the Bible, and the Biblical World. An investigation of selected literary and graphic materials from the ancient world through which the image, role, and status of females can be discerned. C-L: New Testament 170. One course. *Crenshaw, Greggs, or C. Meyers*

180. From Text to Sermon. Prerequisite: Preaching 30. See C-L: Preaching 180; also C-L: New Testament 180. One course. *Staff*

207. Intermediate Hebrew: Prose Narrative. Course focuses on the grammar, syntax, and prose style of classical Hebrew composition and undertakes a comparative reading of modern and precritical Jewish and Christian commentary. Readings span the spectrum from the early Hebrew prose of Genesis and I and II Samuel to the late compositions of Chronicles and Ezra-Nehemiah. One year of classical Hebrew required. C-L: Religion 207. One course. *Greggs*

208. Classical Hebrew Poetry: An Introduction. Course examines the problem of defining and understanding what is "poetic" in the classical Hebrew. Theories of Hebrew poetry from Lowth to Kugel and O'Connor are discussed and illustrated with readings from Psalms, Isaiah, Job, and Jeremiah. One year of classical Hebrew required. C-L: Religion 208. One course. *Greggs*

209. Old Testament Theology. A study of important religious themes in ancient Israel such as the presence and absence of God, divine justice and mercy, evil and suffering. Prerequisite: Old Testament 11 or equivalent. One course. *Crenshaw or Greggs*

220. Rabbinic Hebrew. An interpretive study of late Hebrew, with reading from the Mishnah. One course. *Staff*

223. Exegesis of the Hebrew Old Testament. Register for course by designated suffix, A-G. One course each. Prerequisite: Old Testament 115-116. Variable credit. *Crenshaw or Greggs*

223A. Pentateuch. Stress on hermeneutical method. One course. *Crenshaw or Greggs*

223B. Historical Books. One course. *Crenshaw*

223C. Major Prophets. One course. *Crenshaw or Greggs*

223D. Minor Prophets. One course. *Crenshaw*

223E. Writings. One course. *Crenshaw*

223F. Proverbs. One course. *Crenshaw*

223G. Genesis. One course. *Greggs*

237. History of the Ancient Near East. Emphasis upon the religions, literature, and art of Mesopotamia. One course. *Staff*

242. Life after Death in Semitic Thought. Consideration of the various ideas from the early second millennium through the Intertestamental Period. Exegesis of selected

Old Testament passages. Evaluation of recent research. Prerequisite: Old Testament 11 or equivalent; knowledge of Hebrew helpful but not required. One course. *Staff*

254. Suffering in the Old Testament. The course examines various responses to suffering in the Old Testament, both human and divine, and attempts to assess these understandings in light of modern conceptions. Focus on Job and Hosea, which discuss human and divine suffering respectively, and on related texts from the Bible and the ancient Near East which illuminate the fundamental problems resulting from divine and human conduct. Prerequisite: Old Testament 11. One course. *Crenshaw*

302. Studies in the Intertestamental Literature. Selected documents of the Apocrypha and Pseudepigrapha examined exegetically and theologically in their relation to postexilic Judaism. One course. *Crenshaw*

304. Aramaic. A study of the Aramaic portions of the Old Testament and selected passages from the Elephantine and Qumran texts. One course. *Wintermute*

343. Readings in Ancient Near Eastern Literature. One course. *Staff*

347. Hebrew Narrative Art. Analysis of the literary craft of selected biblical narratives, and critique of various approaches to studying the art of Hebrew narrative. Prerequisites: knowledge of Hebrew and consent of instructor. One course. *Crenshaw*

350, 351. Seminar in Old Testament. Research and discussion on selected problems in the Old Testament and related fields. One course each. *Staff*

353. Seminar on Text Criticism. Emphasis upon transmission, versions, apparatus, and method. Prerequisites: New Testament 103-104 and Old Testament 115-116 or equivalents. One course. *Staff*

373-374. Elementary Akkadian. Study of the elements of Akkadian grammar. Reading of neo-Assyrian texts shedding light on the Old Testament. (Two semesters: not credited separately.) Prerequisite: biblical Hebrew. Two courses. *Staff*

375-376. Elementary Ugaritic. Study of the elements of Ugaritic. (Two semesters: not credited separately.) Prerequisite: biblical Hebrew. Two courses. *Staff*

NEW TESTAMENT (NT)

18. Introduction to New Testament Interpretation. An introduction to the literature of the New Testament with special attention to the perspectives and methods of historical-critical investigation and interpretation. One course. *Efird, Hays, or M. Smith*

103-104. Hellenistic Greek. Designed for beginners to enable them to read the Greek New Testament. (Two semesters: no credit will be given for 103 without completion of 104; however, students with at least one full year of college Greek may be permitted to enroll in 104.) Two courses. *Efird*

105. Studies in Paul. An investigation of Paul's apostolate based upon the Acts and the Epistles with attention to Paul's theology as reflected in selected passages. One course. *Efird*

114. Jesus in the Gospels. A consideration of the origins, transmissions, and literary fixation of the Jesus traditions with special attention to the message of the Kingdom, the problem of messianic self-consciousness, and the passions. One course. *M. Smith*

116. Exegesis of the English New Testament I. Register for course by designated suffix, A-E. One course each. Variable credit. *Staff*

116A. Luke-Acts. One course.

116B. Galatians. One course.

116C. Selected Later Epistles. One course.

116D. I and II Corinthians. One course.

116E. Matthew. One course.

117. Exegesis of the English New Testament II. Register for course by designated suffix, A-D. One course each. Variable credit. *Staff*

117A. The Gospel and Epistles of John. One course.

117B. Romans. One course.

117C. Revelation. One course.

117D. Mark. One course.

118. The New Testament in Greek. Readings in the Gospels. One course. *Staff*

119. The New Testament in Greek. Readings in the Epistles. One course. *Staff*

150. The Interpretation of Scripture. A study of the methods by which modern interpreters seek to understand ancient texts, and of the problems and options involved in the move from text to sermon. Consideration of texts from both Testaments. Evaluation of the Lectionary as a means of interpretation. Prerequisite: New Testament 18, Old Testament 11. C-L: Old Testament 150. One course. *Efird and others*

170. Women, the Bible, and the Biblical World. An investigation of selected literary and graphic materials from the ancient world through which the image, role, and status of females can be discerned. C-L: Old Testament 170. One course. *Crenshaw, Gregg, or C. Meyers*

180. From Text to Sermon. Prerequisite: Preaching 30. See C-L: Preaching 180; also C-L: Old Testament 180. One course. *Staff*

210. Church and Ministry in the New Testament. A consideration of the development of the concept and office of ministry in the Early Church as it is reflected in the New Testament. One course. *M. Smith*

222. John Among the Gospels. One course. *Staff*

225. Living Issues in New Testament Theology. Critical examination of major problems and issues in New Testament interpretation and theology. Prerequisite: New Testament 18 or equivalent. One course. *Hays or M. Smith*

226. Exegesis of the Greek New Testament I. Register for course by designated suffix, A-E. One course each. Prerequisite: New Testament 103-104. Variable credit. *M. Smith*

226A. Matthew. One course.

226B. Romans. One course.

226C. Mark. One course.

226E. The Gospel and Epistles of John. One course.

226F. I and II Corinthians. One course.

227. Exegesis of the Greek New Testament II. Register for course by designated suffix, A-E. One course each. Prerequisite: New Testament 103-104. Variable credit. *M. Smith*

227A. Luke. One course.

227B. Galatians. One course.

227C. The Pastoral Epistles. One course.

227D. Epistles of Peter and James. One course.

227E. Acts. One course.

257. New Testament Ethics. An examination of several approaches to the scope and issues of New Testament ethics, including such topics as symbolic language in ethical discourse, the place of the law, conscience, community, sexuality, and property. One course. *Hays*

303. The Old Testament in the New: New Testament Writers as Interpreters of Scripture. This doctoral seminar will seek to examine the ways in which New Testament authors read and interpreted Scripture. Special attention will be given to Paul, the Gospels, and Hebrews. Prerequisite: New Testament 18, 103-104, or equivalents. One course. *Hays*

309. Hermeneutics. Consideration of the nature of understanding and of several interpretive methods including phenomenological, existential, historical, literary, and structural. Their application to New Testament texts, primarily the parables of Jesus. One course. *Staff*

311. Pharisaic Judaism in the First Century. A reading course in first-century Pharisaic Judaism. One course. *Staff*

312. Pauline Theology. Studies in some aspects of Paulinism in the light of recent scholarship. One course. *Staff*

314. Judaism and Christianity in the New Testament. A study of their interaction with special attention to Paul. One course. *Staff*

319. The Gospel According to St. Matthew in Recent Research. One course. *Staff*

321. The Theology of Paul: Structure and Coherence. Review of recent critical discussion of Pauline theology, with particular emphasis on the problem of the structure and coherence of Paul's thought. Reading knowledge of German, as well as some previous work in Greek exegesis of the Pauline corpus is required. Consent of instructor required. One course. *Hays*

340, 341. Seminar in the New Testament. Research and discussion on a selected problem in the biblical field. One course each. *M. Smith*

345. The Epistle to the Hebrews in Recent Research. One course. *Staff*

II. Historical Studies

CHURCH HISTORY (CH)

13. Early and Medieval Christianity. A survey of the history of Christianity from its beginnings through the fifteenth century. One course. *Keefe and Steinmetz*

14. Modern European Christianity. A survey of the history of Christianity from the Reformation to the present. One course. *Heitzenrater and Steinmetz*

126. The English Reformation. The religious history of England from the accession of Henry VIII to the death of Elizabeth I. Extensive readings in the English reformers from Tyndale to Hooker. One course. *Steinmetz*

183. Renewal Movements in Church History. An investigation of renewal movements as parallel phenomena throughout Christian history utilizing social scientific studies of culture change and focusing on ancient monasticism, Franciscanism, Anabaptism, and early Methodism as representative renewal movements. One course. *Staff*

206. The Christian Mystical Tradition in the Medieval Centuries. Reading and discussion of the writings of medieval Christian mystics (in translation). Each year will offer a special focus, such as: Women at Prayer; Fourteenth-Century Mystics; Spanish Mystics. Less well-known writers (Hadewijch, Birgitta of Sweden, Catherine of Genoa) as well as giants (Eckhart, Ruusbroec, Tauler, Suso, Teresa of Avila, Julian of Norwich, Catherine of Siena, and Bernard of Clairvaux) will be included. One course. *Keefe*

235. The English Church in the Eighteenth Century. Studies of Christianity in England from the Act of Toleration, 1689, to the death of John Wesley, 1791. One course. *Staff*

247A, 247B. Readings in Latin Theological Literature. Critical translation and study of important theological texts in Latin from various periods of the history of the Church. Prerequisite: reading knowledge of Latin (introductory course offered in the classics). One course each. *Keefe*

250. Women in the Medieval Church. The history of the Medieval Church told from its women figures. Attention to the life and writings of saints, heretics, abbesses, queens, mystics, recluses, virgins, bishops' wives, and reformers. Topic varies. One course. *Keefe*

260. Life and Times of the Wesleys. A seminar on John and Charles Wesley and their colleagues in relation to English culture and religion in the eighteenth century. Consent of instructor required. One course. *Heitzenrater*

272. The Early Medieval Church. One course. *Keefe*

272A. The Early Medieval Church, Out of Africa: Christianity in North Africa before Islam. In this seminar we will look at selected writings of Tertullian, Cyprian, and Augustine, as well as lesser known African Fathers. We will look at the African rite of Baptism, African Creeds, and African Church councils. Focusing on major theological, liturgical, and pastoral problems in the African church, we hope to gain an appreciation of the crucial role of the African church in the development of the church in the West. One course. *Keefe*

276. The Sacraments in the Patristic and Early Medieval Period. A study of the celebration and interpretation of baptism or eucharist in the church orders and texts of the early church writers. One course. *Keefe*

339. The Radical Reformation. Protestant movements of dissent in the sixteenth century. Special attention will be devoted to Muntzer, Carlstadt, Hubmaier, Schwenckfeld, Denck, Marpeck, Socinus, and Menno Simons. One course. *Steinmetz*

344. Zwingli and the Origins of Reformed Theology. Source studies in the early Reformed tradition. One course. *Steinmetz*

HISTORICAL THEOLOGY (HT)

123. Readings in Historical Theology. Prerequisites: Church History 13 and 14. One course. *Staff*

183. Teachings of the Christian Churches. An historical examination of Eastern Orthodox, Roman Catholic, Protestant, and evangelical doctrinal statements. One course. *Staff*

201. Christian Thought in the Middle Ages. A survey of the history of Christian theology from St. Augustine to the young Martin Luther. One course. *Steinmetz*

204. Origen. The systematic and apologetic writings of an important Alexandrian thinker and exegete of the third century. One course. *Staff*

219. Augustine. The religion of the Bishop of Hippo in the setting of late antiquity. One course. *Clark*

236. Luther and the Reformation in Germany. The theology of Martin Luther in the context of competing visions of reform. One course. *Steinmetz*

241. Problems in Reformation Theology. Consent of instructor required. One course. *Steinmetz*

246. Problems in Historical Theology. Consent of instructor required. One course. *Staff*

271. Christologies of the Early Church. Investigation of important soteriologies and debates centering upon the person of Christ from the second through the fifth centuries. One course. *Staff*

273. Continental and British Roots of Evangelicalism. A study of seventeenth- and eighteenth-century movements in Europe and Britain characterized by a stress on personal religious experience. One course. *Staff*

302. Theology of John Wesley. One course. *Staff*

308. Greek Patristic Texts. Critical translation and study of selected Greek texts illustrative of significant aspects of patristic theology and history from the second through the fifth century A.D. One course. *Staff*

313. The Apostolic Fathers. A study of the religious thought in the writings of the Apostolic Fathers. One course. *Staff*

317. Seminar in the Greek Apologists. A study of the apologetic writings of the Greek Fathers in relation to the challenges of their contemporary world. Special attention will be given to leading protagonists of late Graeco-Roman culture, such as Celsus, Porphyry, and Julian. One course. *Staff*

318. Seminar in the Greek Fathers. A study of selected topics from the Greek Fathers. One course. *Staff*

334. Theology and Reform in the Later Middle Ages. Examination of selected issues in the life and thought of the medieval church from the twelfth century through the fifteenth century. Readings in popular and academic theologians from Pierre Abelard to Gabriel Biel. One course. *Steinmetz*

337. Theology of St. Thomas Aquinas. Intensive reading in the *Summa Theologica* and biblical commentaries. One course. *Steinmetz*

338. Calvin and the Reformed Tradition. The theological development of John Calvin. A comprehensive examination of his mature position with constant reference to the theology of the other reformers. One course. *Steinmetz*

AMERICAN CHRISTIANITY (AC)

28. A History of Religion in the United States. A consideration of the nature of Christianity in America and the history of its development. One course. *Richey and Wacker*

203. Studies in American Methodism. Research seminar devoted to selected topics in the Wesleyan and Methodist traditions in America. One course. *Richey*

267. American Religious Thought. A seminar built around some of the classic studies of American thought. One course. *Richey and Wacker*

270. American Evangelicalism and Fundamentalism. A reading seminar covering major themes in the development of transdenominational evangelicalism and fundamentalism in America from the eighteenth century to the present. One course. *Wacker*

293. Religious Issues in American History. A reading seminar devoted to selected topics, problems and issues in American religion. One course. *Richey or Wacker*

294. Christianity and American Society. Consideration of civil religion, church and state, the Protestant establishment and secularization in their historical development and contemporary expressions in America. One course. *Richey*

295. Religions in the American South. A study of the interrelationships of southern religion and southern culture. One course. *Richey or Wacker*

342. American Religious Biography. A study of the leading biographers of American religious figures and of the qualities of a successful biography. One course. *Staff*

349. History and Historiography of Religion in North America. An opportunity for advanced students in North American religious studies to deepen their understanding of some of the major questions in the field. Examination of how religious history is actually written—with special attention to the imaginative and moral motivations that enter into that process. Consent of instructor required. One course. *Wacker*

397. Readings in North American Religious History. Directed research on selected topics in the history of religion in the United States and Canada. One course. *Wacker*

HISTORY OF RELIGIONS (HR)

131. Introduction to Judaism: Calendar as Catechism. An integrated view of Judaism through a survey of the holy days of the Jewish calendar. The holy days are the focal points of well integrated and constantly elaborated teachings, rituals, liturgies, and folkways—all uniquely attached to a timely (historical) moment (e.g., Passover), or to a timeless gesture (e.g., Day of Atonement). Each event is a prism through which the light of Jewish civilization is refracted to reveal its various aspects and eras. One course. *Sager*

131A. Introduction to Judaism: Investigations into the Jewish Life Cycle: A Time to be Born and a Time to Die. This course will give particular attention to the liturgical and ritual responses to life and death. The studies of rite and liturgy will lead to investigations of the underlying Jewish theological and philosophical claims, as well as the psychological attitudes that inform rejoicing and grieving. One course. *Sager*

135. Introduction to Midrash: The Rabbinic Art of Interpreting Scripture. How does the single voice of Scripture contain the chorus of rabbinic interpretations? What is the nature of the dialogue between text and interpreter? What is the authority of exegesis? These are some of the questions that we will explore through selected midrash texts. The texts themselves will represent a variety of literary forms, styles, and topics. One course. *Sager*

180. Introduction to Asian Religions. Preliminary consideration of problems and methods in the study of religious traditions, followed by a survey of the historical development, beliefs, practices, and contemporary significance of the Islamic religion and the religions of India, China, and Japan. See other courses offered in the Department of Religion. One course. *Staff (Department of Religion)*

III. Theological Studies

CHRISTIAN THEOLOGY (CT)

32. Christian Theology. The course aims at furthering the active appropriation of the Christian faith in the context of the contemporary church and in engagement with the world of today. It treats principally the themes of the classic creeds or the traditional topics of dogmatics. It also introduces students to the epistemological issues of revelation, faith, authority, interpretation, and social location. One course. *Staff*

102. Science and Biblical Theism. Implications of scientific knowledge in relation to biblical understandings of creation, revelation, and providence. One course. *Staff*

105. A Theological Introduction to Roman Catholicism. An exploration of fundamental themes of Roman Catholic history, theology, liturgy, and spirituality, with special attention to the mass. One course. *Berger*

108. Major Types of Protestant Theology. A survey of Protestant theology from the reformers to Karl Barth. (For juniors only.) One course. *Herzog or Langford*

110. This Life and the Age to Come. Christian eschatology and the meaning of history in the light of God's triumph over sin, suffering, and death. One course. *Staff*

112. The Doctrine of the Holy Spirit. An examination of pneumatology under systematic categories which include: creation, Old Testament, prophecy, the life and ministry of Christ, the Church, salvation, the canon, the sacraments, and eschatology. One course. *Turner*

118. Theological Controversies from Schleiermacher to Barth. Examination of major figures and theological issues of nineteenth-century Protestant theology. Attention to the relation of faith and culture, the role of experience in theological reflection, religion as illusion, the Jesus of history and the Christ of faith. One course. *Fulkerson*

119. Prayer and Contemplation. One course. *Herzog*

120. Reformed Theologies. This course is designed to acquaint the student with the theological ethos of the Reformed tradition, in both its early Continental and its contemporary expressions. One course. *Fulkerson*

124. Issues in the Wesleyan Theological Tradition. A study of selected historical and constructive themes. Specification of topics will be made at each time of offering. One course. *Langford*

133. Thinking Theologically. An introduction to the nature and task of theology as part of the life of the Church. One course. *Berger*

134. Theology of Pentecostalism. An exploration of this tradition with examination of its distinctive emphases and interpretations of Christian faith. One course. *Turner*

139. Women, Theology, and the Church. An introductory course about gender and the church that considers issues of authority in the mainline churches and theological traditions, surveys the range of feminist theologies from biblical and evangelical to radical, and allows the student to work on practical issues of gender and ministry. One course. *Fulkerson*

140. Theology and Interpreting Scripture. Why do people differ in their interpretations of Scripture? Is there a right meaning for biblical texts? Or, do we need to look at the theological convictions of different communities to understand differences in interpretation? This course will explore different interpretative practices, historical and contemporary. We will ask about the theological convictions that shape readings in

investigations of a variety of materials, ranging from those that depend upon historical critical method, to "political" or liberationist interpretations, to "Spirit-led" interpretations. One course. *Fulkerson*

149. Images of the Church. Selected theologies of the nature of the Church from the reformation to present. One course. *Fulkerson*

200. The Person and Work of Christ. The problem of knowledge of Christ and formulation of a doctrine of His work and person in the light of biblical eschatology. One course. *Staff*

210. Contemporary British Theology. Selected problems in representative British theological writings after 1900. One course. *Langford*

211. Authority in Theology. The idea and function of authority in theology. One course. *Fulkerson or Langford*

214. Feminist Theology. Examination of feminist theologians and religionists, their critical perspective on the Christian tradition and constructive proposals out of the resources of "female experience." One course. *Fulkerson*

215. The Nature and Mission of the Church. Christian understanding of the Church—biblical, historical, contemporary—with a view toward ecumenical doctrinal construction. One course. *Herzog*

216. Kierkegaard Studies. Critical examination of selected works. One course. *Staff*

217. Church and Sacraments. The basic teachings on Church and sacraments, biblical, historical, contemporary. One course. *Herzog*

218. The Sacraments: Rites and Theologies. Contemporary study of the sacraments brings together ritual studies, liturgical history, the history of dogma, and systematic reflection. This course examines the baptismal and eucharistic rites of the Church, both past and present, along with theological rationales of and commentaries on them offered by ecclesiastic writers of the patristic, medieval, Reformation, and modern periods. Prerequisites: Christian Theology 32, Church History 14, Worship and Church Music 78, or consent of instructor. C-L: Worship and Church Music 218. One course. *Tucker and Wainwright*

220. Theological Explorations. A seminar on contemporary theological issues, content to be designated by the theological division. One course. *Staff*

225. The Christian Understanding of Human Nature and Destiny. Representative historical and recent theological interpretations of human nature, predicament, deliverance, and possibility. Prerequisite: Christian Theology 32 or consent of instructor. One course. *Staff*

229. Tragedy and Christian Faith. An analytical and constructive philosophical interpretation of the fundamental tragic dimension of human life in the light of a Christian theological understanding. One course. *Staff*

249. The Lord's Prayer. By studying historic and contemporary expositions of the Lord's Prayer, the course provides an introduction not only to the doctrines of God, humanity, prayer, and the kingdom, but also to the variety of the Christian spiritual tradition in time and space. One course. *Wainwright*

253. Feminist Theory in Christianity. This course examines nineteenth- and twentieth-century feminist theories and their implications for Christian doctrine and Biblical interpretation. One course. *Clark and Fulkerson*

255. Christians in Religious Dialogue. An examination, from within Christian theology, of the principles of dialogue; of various contemporary dialogues with Jews, Muslims, Hindus, and Buddhists; and of traditional and emergent theologies of religion. One course. *Wainwright*

256. John Wesley in Controversial and Ecumenical Theology. A study of John Wesley and his theology both in his engagements with other confessional traditions, and in his views on such matters as church, ministry, sacraments, and authority. Consideration will also be given to these topics in relation to contemporary theology, especially "Faith and Order." One course. *Wainwright*

259. Icon Theology. A study of theological controversies surrounding the use of images in Christian worship, followed by an attempt to perceive the symbolic conventions and doctrinal content of some Eastern, Western, and contemporary icons. One course. *Wainwright*

265. Contemporary Pneumatologies. An exploration of the doctrine of the Holy Spirit in relation to modern trends in theology with special emphasis on those cases where there is an accompanying social movement. One course. *Turner*

272. Theology of Paul Tillich. An examination of Tillich's philosophical theology. One course. *Staff*

279. Understandings of the Resurrection in Contemporary Theology. A study of recent literature on the resurrection of Jesus Christ from the angles of exegesis, historical criticism, hermeneutics, and systematic significance. One course. *Wainwright*

298. Christians in Religious Dialogue. One course. *Wainwright*

299. Theology and Contemporary Secular Understandings of Human Nature. Critical theological examination of selected current interpretations of human nature and the human situation. One course. *Langford*

300. Systematic Theology. Method and structure of systematic theology, the doctrine of God, theological anthropology, and Christology. Prerequisite: Christian Theology 32 or equivalent. One course. *Herzog or Langford*

320. Theology, Power, and Justice. Critical examination of a major theme of modern thought in Schleiermacher, Hegel, Marx, and Tillich. One course. *Herzog*

322. Nineteenth-Century European Theology. Protestant theology from Kant to Herrmann. One course. *Herzog*

325. Philosophical Theology I. Selected readings from Plato and Aristotle which helped to shape philosophical theology from Origen through Augustine and Aquinas. One course. *Herzog*

326. Philosophical Theology II. Main problems of philosophical theology in the modern period. One course. *Staff*

327. Philosophical Method in Religious Studies. Seminar on three decades of vast changes in theological hermeneutic and method. For the 1970s, European hermeneutic (Gadamer) and American process philosophy (Whitehead and Hartshorne)—in the light of the 1980s (Nicholas Lash, "Easter in Ordinary," 1988, and Charles Taylor, "Sources of the Self," 1989) and the 1990s (John Milbank, "Theology and Social Theory," 1990, and Gustavo Gutierrez, "Las Casas: In Search of the Poor of Jesus Christ," 1993). One course. *Herzog*

328. Twentieth-Century European Theology. Critical examination of the thought of selected Protestant theologians from 1900 to 1950. Prerequisite: Christian Theology 32. One course. *Herzog*

329. Readings in Theology and Language. Sample treatments of religious language in linguistic analysis, hermeneutical theory, literary criticism, liturgical practice, and fundamental theology. One course. *Wainwright*

330. Contemporary Christologies. A seminar dealing with contemporary Roman Catholic and Protestant Christology. Readings and discussion will focus on theological proposals from major contemporary figures. One course. *Wainwright*

331. Eschatology. A study of issues in individual, communal, and universal eschatology against the background of twentieth-century scholarly work in the kingdom of God. One course. *Wainwright*

332. System in Theology. An examination of the various factors that go into the shaping of a systematic theology, followed by a study of several recent and contemporary examples of the genre. One course. *Wainwright*

333. Systematic Theology: The Doctrine of the Trinity. Biblical bases, patristic developments, contemporary statements and connections. One course. *Wainwright*

352. Seminar in Christian Theology. Research and discussion of a selected problem in the systematic field. One course. *Staff*

CHRISTIAN ETHICS (CHE)

33. Christian Ethics. The course tackles theological and conceptual issues to do with the ways in which Christian moral discourse is generated in the life of the Church, in order that students may gain a sense of basic methodological alternatives in Christian traditions. It introduces students to such matters as the Church's relationship to the world, casuistry of various kinds, character formation, a moral psychology necessary for the development of Christian virtue, the place and function of scripture, and how Christians understand social responsibility. One course. *Staff*

107. The Biblical Bases of Christian Ethics. Examination of major themes and moral teachings, principally in the Decalogue, the Gospels, and the Epistles, with application to some contemporary issues. Prerequisite: New Testament 18, Old Testament 11, or equivalent. One course. *H. Smith*

112. Technology and Christian Ethics. The impact of the technological revolution upon American culture, and a normative Christian response. One course. *Staff*

113. Contemporary Issues in Christian Morals. Constructive examination of selected areas of public and private morality. One course. *Staff*

130. Dying and Death. Critical consideration of biblical, legal, medical, and ethical perspectives. Prerequisite: New Testament 18, Old Testament 11, or equivalents. One course. *H. Smith and others*

136. Perspectives on Food and Hunger. An interdisciplinary symposium on national and world hunger and malnutrition, including (whenever possible) student involvement in local hunger-related agencies. One course. *Staff*

194. The Protestant Church and American Culture. Analysis from the perspective of Christian ethics of current problems in the interpretation of church and culture with explicit reference to the parish setting. One course. *H. Smith*

205. War in the Christian Tradition. An analysis of how Christians have understood and evaluated war. Particular attention to the question of whether war should not be

regarded as a positive moral good. Works by Augustine, Aquinas, Bainton, Ramsey, Childress, Niebuhr, and Johnson will be considered. One course. *Hauerwas*

213. Christian Ethics in America. One course. *Hauerwas*

215. Seminar in Theological Ethics. Seminar that concentrates on readings in Aristotle, Aquinas, Kant, and Barth. One course. *Hauerwas*

220. Ethical Explorations. A seminar on contemporary ethical issues, the specific content in any given semester to be designated by the Theological Division. One course. *Staff*

228. Theological Dimensions of the Law. A legal system inevitably overlaps with systems of belief and value, usually but not always termed religious, which claim to provide an ultimate valid construction of reality and a finally determinative set of values. This course will examine Western religious and theological reflections on the nature and legitimacy of law and politics and on the appropriate relationships between law and religion. One course. *Powell*

230. Moral and Value Education. A critical, theological investigation of Durkheim, Dewey, Simon, Kohlberg, Bull, Rokeach, and implications for education in church and society. Prerequisites: Christian Education 105 and Christian Ethics 33. One course. *H. Smith and Westerhoff*

234. Ethical Issues for the Government Lawyer (Seminar). See C-L: Law 536. One course. *Powell*

242. Human Sexuality. Examination of biological, biblical, cultural, and other aspects of human sexuality, together with analytical and constructive interpretation. Consent of instructor required. One course. *H. Smith*

244. Interdisciplinary Seminar in Medical-Legal-Ethical Issues. A seminar composed of students and faculty from the Medical, Law, and Divinity Schools for critical consideration of selected pertinent issues of mutual professional interest. Consent of instructor required. One course. *H. Smith and others*

245. Ethics in World Religions. Moral foundations, assumptions, and applications in such historic faiths as Hinduism, Buddhism, Confucianism, and Islam, in the light of Christian ethical perspectives. One course. *Staff*

262. Marxist Ideology and Christian Faith. Comparative examination of Communist and Christian doctrines such as man, society, sin, history and eschatology, together with an introduction to the contemporary dialogue. One course. *Staff*

266. Ethics and Health Care. Critical examination of philosophical and theological bases of medical practice, and analysis of selected aspects of biomedical technologies, with particular attention to informing ethical assumptions. One course. *H. Smith*

268. Revelation and Authority in the Church. A critical and constructive examination of contemporary concepts, exploring such questions as: Is the Church's memory autonomous or constituted and directed by what it remembers? How does ecclesiology shape epistemology, and vice-versa? Does the word of the Church also become the mission of the Church? Is the word of God constitutive of human community? One course. *H. Smith*

290. Current Problems in Christian Social Ethics. A critical study of secularization, the technological revolution, and the ecological crisis. One course. *Staff*

291. Historical Forms of Protestant Ethics. A survey of major types of Protestant ethical theory from Luther through contemporary figures. One course. *Staff*

292. Happiness, the Life of Virtue, and Friendship. An investigation of the interrelation of these themes in selected authors. An examination of whether the loss of the interrelation of these themes accounts for some of the problems of modern philosophical and theological ethics. One course. *Hauerwas*

296. Community, Faith, and Violence. This seminar explores attempts to formulate fundamentally theological modes of social and political criticism with the focus on the role of faith and violence in secular society. Readings include works by theologians, social critics, and political theorists. One course. *Powell*

348. Seminar in Theological Ethics. Philosophical paradigms and the nature of the Christian life. Consent of instructor required. One course. *Hauerwas*

383. Moral Theology in the Twentieth Century. Critical and comparative examination of ethical theory as exhibited in the work of selected contemporary theologians. One course. *H. Smith*

387. Ethical Method. Selected methodological issues in contemporary theological ethics. One course. *H. Smith*

389. Christian Ethics and Contemporary Culture. A study of the interaction between Christian thought and current secular social theory. One course. *Staff*

BLACK CHURCH STUDIES (BCS)

100. Introduction to Black Theology. An examination of the historical roots of black theology with special attention to the treatments of traditional themes and problems in theology by black theologians and their rationale for the black theological enterprise. One course. *Jennings or Turner*

124. The Black Church in America. A consideration of the historical and theological development of the separate black Christian denominations in America with attention to some of the major leaders, black worship, and black preaching. One course. *Jennings or Turner*

126. Black Religion and Social Conflicts in America. An examination of some of the reactions of black religious groups to the limits placed upon black people in American life, efforts made to break down racial barriers in society, and attempts to institutionalize black responses to such barriers. One course. *Turner*

128. The Life and Thought of Martin Luther King, Jr. An examination of the life of Martin Luther King, Jr., as a minister and leader of the civil rights movement. One course. *Staff*

130. Contemporary Black Culture and Consciousness. A theological investigation of prevailing cultural, political, social, economic motifs in black cultural life and their relation to theology and the life of the church. Prerequisite: Black Church Studies 124, Christian Theology 32, or consent of instructor. One course. *Jennings*

144. Selected Topics in Black Church History. An exploration of pivotal events, key issues, and persons in the development of the black church in America. Prerequisite: Black Church Studies 124 or consent of instructor. One course. *Staff*

168. Leadership in the African-American Churches for the Twenty-First Century. This course provides an opportunity for students with special interest in the history and role of the African-American churches to examine their resources and contributions in the light of current challenges, and to assess their potential influence in the twenty-first century. One course. *Proctor*

WORLD CHRISTIANITY AND ECUMENICS (WC)

124. The Christian World Mission. A study of theological foundations, guiding principles, and contemporary problems of the world Christian community. One course. *Staff*

129. Ecumenical Visions of the Church in the Twentieth Century. A study of some of the major theologies of the Church in our century, as they emerged together with the growth of the ecumenical movement. The course will focus on how specific ecclesiologies treat the question of the unity of the Church(es) in the light of ecumenical hopes, proposals for unity and practical endeavors. One course. *Berger*

133. The Expansion of Christianity. A survey of the spread of Christianity and the growth of the worldwide Church with special emphasis on nineteenth- and twentieth-century Protestantism in the non-Western world. One course. *Staff*

135. Contemporary Issues in the World Church. Analysis of political, social, cultural, and religious conditions in a selected area of the world, and of theological-ethical insights and perspectives within the indigenous Christian community. One course. *Staff*

156. The Ecumenical Movement. Its contemporary development, structures, activities, and problems, against the background of Church unity and disunity. One course. *Staff*

224. Baptism, Eucharist, Ministry: Themes for an Ecumenical Theology. An introduction to the history and current reception of the document, "Baptism, Eucharist, and Ministry," of the World Council of Churches as it came out of a Faith and Order meeting in Lima, Peru, in 1982. One course. *Berger*

263. Third World Theology. The course is designed to give students a broad introduction to the life of the church in Latin America. It will focus on three areas: the historical development, the current theological reflection (concentrating on liberation theology), and the life and witness of the Church today. One course. *Berger*

386. Christianity in Dialogue with Other Faiths. Contemporary currents of Christian thought as they relate to resurgent non-Christian religions and involve new formulations of a theology of mission. One course. *Staff*

4. Student Pastor Formation Groups. Student pastor mentoring groups. Student pastors in years 1 to 3 are required to take these pastoral formation, noncredit, seminars. No credit. *Ritchie*

IV. Ministerial Studies

THE CHURCH'S MINISTRY (CM)

10. A general and integrated introduction to critical reflection on the history, theology, and practice of ordained ministry in Christian communities. Required of entering Master of Divinity students. One course. *Staff*

100. A sequel course, accenting the practice of ministry, to be taken after a Master of Divinity student has completed fifteen courses. One course. *Staff*

THE CARE OF THE PARISH (CP)

2A, 2B. Writing Program for Divinity Students. Topics vary. No credit. *Staff*

50. Church and Community. The structure and dynamic factors shaping the present-day community together with their import for the work of the Church. One course. *Staff*

128. Ministerial Leadership and Participative Skills. A study of the pastor's role as participant-facilitator with attention to organizational theory and facilitative skills employing the group workshop method of learning. One course. *Staff*

129. The Pastor as Consultant to Church Organizations. A consideration of the pastor's role as organizational consultant with special emphasis on data gathering, diagnosis, and intervention using experiential learning designs. One course. *Staff*

130. Planning and Directing the Church's Program. Principles of planning, organizing, staffing, directing, and evaluating the program of the local church. One course. *Staff*

142. Women and Ministry. Theological and practical issues related to women and ministry. One course. *Pope-Levison*

143. Understanding Congregations. This course explores congregations from theological and social scientific perspectives, considers various frameworks for understanding congregations, and helps students develop methods and techniques for engaging in congregational study. It will include a field study of a congregation. One course. *Carroll*

147. The Pastoral Responsibility for Administration. A consideration of the major responsibilities of the pastor in the administration of the local church. One course. *Lawrence*

148. Christian Stewardship and Church Finance. A comprehensive look at stewardship from a Christian perspective, it will address the question of how to care for the life of creation in a world increasingly threatened by extinction. No more urgent task confronts the church today. The course will also focus on stewardship education, financial planning, and management in the local church. It grows out of a June 1990 colloquy sponsored by the Commission on Stewardship, National Council of Churches. One course. *Staff*

149. The Ministry to the Campus. An exploration of theological, historical, pastoral, and "practical" dimensions of the church's ministry in higher education and to campus ministry as a mission of the church. One course. *Ferree-Clark*

151. The Town and Country Church. The small church, the circuit church, circuit administration, larger parish and group ministry, and the town and country movement. One course. *Mann*

152. Introduction to Evangelism. A study of the nature, purposes, and methods of contemporary Christian evangelism with special attention to the local church. One course. *Pope-Levison*

154. The Urban Church. The function, nature, program, and administration of the effective city church and of the urban minister's distinctive task. One course. *Staff*

155, 156. Denominational Studies. Register for course by designated suffix, B-U. One course each. *Staff*

155B, 156B. The Baptist Churches. One course each. *Hewitt*

155C, 156C. The United Church of Christ. One course each.

155D, 156D. The Presbyterian Churches. One course each.

155E, 156E. The Christian Church (Disciples of Christ). One course each.

155F, 156F. The Anglican Tradition. One course each.

155U, 156U. Unitarian Studies. One course each.

159. Early Methodism: History, Theology, and Polity. A study of the character and development of Methodism, beginning with John Wesley and tracing important features of this tradition through the nineteenth century. One course. *D. Campbell, Felton, and Heitzenrater*

160. Twentieth-Century Methodism: History, Theology, and Polity. The development of the United Methodist Church, focusing on theological diversity and patterns of organizational life, with major concentration on the polity of this church as provided by the current Discipline. One course. *D. Campbell, Felton, and Lawrence*

161. The Canterbury Course. An international summer graduate course on Anglican identity and spirituality, foundational theological issues in Anglicanism, and the Communion's ecumenical promise. Held at Canterbury Cathedral, the course features the life, history, and personalities of Canterbury and its centuries of spiritual hospitality. The dates are July 9-30. Arrangements are handled by the Canterbury Cathedral Trust in America (202) 328-8788 or (800) 932-2282. The course is open to Divinity students, persons matriculated at other ATS accredited seminaries and holders of the M.Div. Tuition, board, and fees are \$2,250. Travel to and in England extra. One course. *H. Smith and Canterbury Chapter*

177. Diversity, Liberation, and Christian Community. In view of prevailing tensions, ethnic and cultural alienation, and social fragmentation, and the growing pressures for justice and equality throughout the society, this course will be concerned with strategies and possibilities to promote community in light of the Christian gospel. The focus will be on the ministry of the local parish as well as corporate and diocesan church bodies. One course. *Proctor*

180. Theological Foundations of Evangelism. One course. *Pope-Levison*

189. The Multiple Staff Ministry. Group work, leadership, and organizational theories as applied to staff ministries in large church and cooperative parish settings. One course. *Staff*

200. Church Research. Methods of research and survey for the gathering, analysis, and interpretation of church and community data, together with preparation and use of denominational statistics. One course. *Staff*

220. Seminar in Contemporary Ministries. A seminar in patterns and issues of contemporary ministries, content to be designated by the Ministerial Division. One course. *Staff*

CHRISTIAN EDUCATION (CED)

4A, 4B. Christian Religious Education Seminar. A colloquium of faculty, students, and religious educators that meets bi-weekly in exploration of the vocation of religious education and in examination of current and future needs of the profession. Strongly advised for M.R.E. students and M.Div. students concentrating in Christian education. Meets every other Tuesday from 4:45 to 5:45. No credit. *Felton and Webb-Mitchell*

25. Education as a Pastoral Ministry. An introduction to Christian formation, education, and instruction within the life of a worshipping community. One course. *Staff*

80. Educational Ministry. This course is guided by two questions: as Christians how do we know God? and what does it mean for Christians to be known by God? These

questions will be addressed utilizing the following theoretical bases in Christian religious education: 1. human developmental theories; 2. the liberal progressive perspective; 3. liberation praxis theory; 4. communitarian approaches; 5. postmodern educational theories. One course. *Webb-Mitchell*

101. Curriculum and Pedagogy in the Church. This course will center on these two questions: First, who decides what theory of Christian religious education is used in the Church? Central to this question is the theory of curriculum that dictates what and why Christian religious education is going on in the Church. The second question concerns which teaching paradigm is going to be used in the Church? This question focuses on pedagogical theory, otherwise known as the how, when, and where of Christian religious education. Not only will students discover whose curriculum goals and which pedagogical approach should be used in the Church, the course will also broaden the students' concept of teaching and learning in the context of local congregations and parishes. One course. *Webb-Mitchell*

102. Christian Education and the Small Membership Church. An overview of the educational ministry of churches with small memberships including goal setting, program-format, leadership development, selection of curriculum resources, organization-design, and evaluation methodology. One course. *Staff*

109. Ministries with Youth. Study of adolescence with special attention to strategies, models, and resources for working with junior and senior high school youth. One course. *Staff*

110. The Changing Family in the Changing Church. An introductory course to the educational ministry of the Church with adults and families. Guidance and resources toward the development of comprehensive programming. Attention will be given to adult ages and stages and family life cycles. Prerequisite: Christian Education 80. One course. *Webb-Mitchell*

112. Educational Ministries with Children and Youth. An introductory course to the educational ministry of the Church with children and youth. It will consider foundations, religious development theories, goal-setting, teaching-learning, curricula, and leadership education. One course. *Staff*

132. Curriculum and the Church School. An introduction to the administration and leadership of the church school with special attention to curriculum, curriculum resources, and teachers training. One course. *Staff*

153. Education and Social Issues. An exploration of contemporary social issues and their relationship to education and to the Church. One course. *Staff*

167. Strengthening Laity in Ministry. In this course students will examine the Biblical and theological foundations of the ministry; identify images of the ministry from the Bible, the church's history, and the Christian community today; and practice methods of interviewing and listening to lay people in order to develop models of Christian religious education which can strengthen laity in ministry and encourage creation of structures which challenge and support laity in ministry. One course. *Page*

175. Liturgy and Education. Preparing persons for baptism, renewal, confirmation, eucharist, marriage, and death; and training lay persons for the liturgical, pastoral, and social ministries. One course. *Staff*

179. Human Development. The goal of this course is to teach students the primary theories of human development and its role and function in the field of Christian religious education and its implications in the life of the church. The material covered in this course will focus on the historical, philosophical, theological, and sociological roots of human developmental theories, cover the primary theories of human develop-

ment in use today, explore new paradigms in human developmental theories, and discover the presence of these theories in the life of congregations and parishes. One course. *Webb-Mitchell*

185. The Arts and the Church. An exploration of the intuitive way of knowing and the place of the imagination in Christian faith and life with special attention to the use of the arts in the church, especially in Christian education, and in worship. One course. *Staff*

190. The Church's Teaching Office. An applied course in models, strategies, and methods of teaching adults with a focus on Scripture so as to equip ministers for their teaching office. The course is designed primarily to prepare students to communicate to their congregations the essential truths of the Bible and the Christian faith. One course. *Felton*

220. Colloquium in Religious Education. One course. *Staff*

221. Christian Formation. An exploration of theological and anthropological insights into the social processes by which Christian faith, character, and consciousness are nurtured. Special attention to spiritual and moral formation. One course. *Staff*

250. Church's Teaching Ministry. Required of students in the Master of Religious Education program and highly recommended for others concentrating in Christian education. The symposium functions as both a capstone course in the theory and practice of educational leadership in the church and as an evaluation of professional knowledge and competence. One course. *Felton*

254. Religion in American Literature. A study of selected works of American literature with significant theological motifs. Emphasis will be upon the utilization of literary materials to enhance preaching and teaching in the church. One course. *Felton*

255. History and Christian Nurture. Critical examination of selected historical issues in Christian nurture. One course. *Felton*

269. Theology and Christian Nurture. Critical examination of selected theological issues in Christian nurture. One course. *Westerhoff*

PASTORAL PSYCHOLOGY (PP)

64. Pastoral Counseling in a Parish Setting. The local church as the setting for pastoral counseling. Lectures, group supervision, and student verbatim materials will be utilized. Prerequisite: currently placed in a field setting or consent of instructor. One course. *Glover-Wetherington*

75. The Minister in Crisis Situations. Focus on the dynamics of providing pastoral care to persons in crisis. Crisis theory and methods of intervention will be explored. Emphasis will be placed on specific critical human situations and pastoral response. One course. *Staff*

77. Pastoral Care in the General Hospital Setting. An examination through intensive individual and group supervision, of the student's pastoral ministry to the ill, the dying, and the bereaved in the general hospital setting. (Highly advised for those not planning to take Pastoral Psychology 181 or 182.) One course. *Staff*

171. Pastoral Counseling. Consideration of the structures and processes of pastoral counseling; pastoral evaluation, referral, intake contract, goals, transference, termination, and other special problems. Consent of instructor required. One course. *Staff*

172. Premarital Counseling. Pastoral care in marriage and family life with special emphasis on premarital guidance within the context of the local church's program of family life education. One course. *Staff*

173. Psychotherapy and Sanctification. An analysis of structuring and growth processes in psychotherapy in the light of a Christian understanding of sanctification. One course. *Staff*

174. Theology and Personality Processes. Theological and psychological understandings of basic human experiences; explorations of the dynamics and values of religious practices, developmental concerns, self awareness. One course. *Staff*

175. Special Practicum Projects. For advanced students who want additional clinical experience under supervision in a pastoral care setting (inner-city; alcoholic rehabilitation; counseling; etc.). One course. *Staff*

176. Pastoral Care and Persons in Institutions. Register for course by designated suffix, B-D. One course. *Staff*

176B. Lectures by staff and ward visits at the Murdoch Center for the Mentally Retarded and the facilities in the Butner, North Carolina, complex (state hospital, alcoholic rehabilitation, training school). One course. *Staff*

176C. Lectures by staff and ward visits at the Central Prison in Raleigh and related correctional facilities. One course. *Staff*

176D. The Church's ministry to the elderly and homebound explored through lectures, case conferences, and visits to the elderly and homebound parishioners of local Durham churches. One course. *Staff*

178. Power and Restraint in the Parish. Exploring the nature of power and leadership in developing skills for local church ministry, utilizing theological, psychological, sociological insights. Verbatim materials. One course. *Staff*

179. Alcoholism: A Disease of the Body, Mind, and Spirit. Exploration of the church's ministry with alcoholics and their families. Special emphasis upon the disease concept, Alcoholics Anonymous, impact upon families, the role of intervention and referral, and strategies for church involvement and action. Attention to women's issues and minority perspectives. One course. *Staff*

180. Pastoral Care and Women. Lecture-discussions by staff and visiting professionals to aid in developing skill in the pastoral care of women. Issues addressed: moral development, sexual dynamics, dual career families, child and spouse abuse, women in leadership positions. One course. *Glover-Wetherington*

181A, 181B. Basic Clinical Pastoral Education, Extended. Semester long units of CPE in the fall semester and spring semesters. The program is accredited by ACPE and is conducted at Duke Hospital. The maximum credit is two course credits. Two courses offer the option of parish or hospital settings for pastoral work. Resources from both settings are utilized in classes. Special emphasis on group process and ministry skills. Openness to self and others is expected. Variable credit. *Travis and staff*

182A, 182B, 182C. Basic Clinical Pastoral Education. Units of Basic CPE offered in the summer, fall, and spring in programs accredited by ACPE. (Two course units each, maximum credit.) Variable credit. *Staff*

183A, 183B, 183C. Basic Clinical Pastoral Education. Units of clinical pastoral education offered in the summer, fall, and spring in programs functioning under the Standards of the College of Pastoral Supervision and Psychotherapy (at present, credit is only conferred for work done at the Marriage and Family Counseling and Consultation Center, Durham). (Two course units each, maximum credit.) Variable credit. *Staff*

200. Theology and Spirituality of Aging. An introduction to aging and a theology and spirituality of aging. A brief overview of the demographics and the social/psychological/physical aspects of aging will be given. The primary focus will be on the theological and spiritual dimensions of aging, studying biblical references to aging, and the theological and spiritual growth that occurs throughout the lifespan. In addition, some time will be spent studying counseling strategies for coping with loss, bereavement, and grief; the older adult's role within the church; and the church's responsibility toward the older adult. One course. *Suggs*

220. Seminar in Pastoral Theology. One course. *Staff*

263. Communal and Systemic Approaches to Pastoral Care. Prerequisite: Pastoral Psychology 64. One course. *Glover-Wetherington*

270. Health Crises in the Family Developmental Cycle: Pastoral Responses. With the assumption that the family life cycle provides a primary setting for the ministry of the community pastor, this course will focus on appropriate pastoral responses to specific health crises which significantly impact families. These crises range from infertility and childbirth difficulties to diseases of dementia and senility among the elderly. Attention will be given to developing a theoretical understanding of the family life cycle, an informed appreciation of these health crises, and a theologically based approach to pastoral care in this context. One course. *Travis*

271. Marriage and Family. The psychodynamics of marital conflict and family problems; principles and procedures in marriage and family counseling. (For seniors and Master of Theology candidates.) One course. *Staff*

273. Seminar in Pastoral Theology: Theological Dimensions of Pastoral Counseling. Research and discussion of issues of developmental psychology and spiritual growth. One course. *Staff*

275. Individual Study in Pastoral Psychology. Selected readings in major issues in pastoral psychology issuing in a research or honors paper. One course. *Staff*

278. Psychological Theories of Personality. A systematic presentation of leading personality theories, with reference to developmental processes (motivation, cognition, learning, etc.) and their implications for Christian ministry. One course. *Staff*

281A, 281B, 281C. Advanced Clinical Pastoral Education in Pastoral Care and Counseling. Pastoral care with inpatients and pastoral counseling of individuals, couples, families, and groups in a pastoral counseling center. (Two course units each.) Th.M. students may pursue advanced standing in the hospital-based CPE program through the established policy and procedures for that status. The conditions for advanced CPE resemble those of the basic—thirty hours per week; limit six; pass/fail option. Prerequisite: interview. Two courses each. *Staff*

PREACHING (PR)

30. Introduction to Christian Preaching. The development of a theology of preaching and methods of sermon construction, including preaching in class, critique, private conference, and local church evaluation. Prerequisite: New Testament 18 or Old Testament 11 or consent of instructor. One course. *Lischer*

161. Preaching and the Church Year. Preaching the lectionary texts in the context of the Church's worship and calendar. The appropriate cycle of the lectionary will be followed. In-class preaching and evaluation. Prerequisite: Preaching 30. One course. *Lischer*

162. The Rhetoric of Preaching. Preaching and the art of language. A survey of rhetorical theories, forms, and techniques in service to the Gospel. In-class exercises, preaching, and evaluation. Prerequisite: Preaching 30. One course. *Lischer*

164. Proclaiming the Parables. Approaches to the interpretation and proclamation of the parables of Jesus. Readings in nonbiblical narrative and parable. In-class storytelling and preaching. Prerequisite: Preaching 30. One course. *Lischer*

165. Preaching as Public Address. A workshop on preaching and worship leadership organized around the principles of speech and effective communications. Extensive use of audio-visual recordings and private conferences. Prerequisite: Preaching 30. One course. *Staff*

180. From Text to Sermon. Preaching from Biblical Sources. Emphases upon the goal and methodology of exegesis, the hermeneutic problem, and verbal communication in the present. Prerequisite: Preaching 30. C-L: New Testament 180 and Old Testament 180. One course. *Staff*

182. Preaching Practicum. An advanced laboratory course for extra competence in the preparation, delivery, and evaluation of sermons. Prerequisite: Preaching 30. One course. *Lischer*

183. Preaching in the Black Community. A study of the style and content of black preaching with attention to the unique roles of black preachers in society. An analysis of the essential characteristic of preaching in the black church. Prerequisite: Preaching 30. One course. *Turner*

184. Preaching in the Wesleyan Theological Tradition. A study of selected major themes in Wesleyan theology and their interpretation in contemporary preaching. Prerequisite: Preaching 30. One course. *Staff*

186. Twentieth-Century Preaching. A study of contemporary preaching based on printed, recorded, audio- and video-taped sermons of leading homiletics of our age. Prerequisite: Preaching 30. One course. *Staff*

189. Preaching in Context. Prerequisite: Preaching 30. One course. *Turner*

195. Preaching about Social Crises. The sermon will be studied as a means of educating parishioners on social crises, and the understanding of the Gospel in calling for discipleship in social, as well as personal, Christian witnessing. One course. *Proctor*

196. Preaching in the Parish. A consideration of preaching in relationship to pastoral duties and the total task of ministry with attention to week-by-week preaching in the parish setting. Some attention will be given to funerals and crisis situations. Prerequisite: Preaching 30. One course. *Staff*

202. Scripture and Ecclesiology in Homiletical Methods. An examination of the place and function of revelation, particularly as it relates to theories about scripture and ecclesiology, in a variety of homiletical methods. A representative group of homiletical texts and sermons will be analyzed with a view toward each student constructing his or her own methodological statement and writing a sermon. Prerequisites: Christian Theology 32 and Preaching 30. One course. *Hoch*

280. History of Preaching. A study of theological trends and significant personalities in homiletics in various periods from the Apostolic Age to the present. Prerequisite: Preaching 30. One course. *Staff*

281. Advanced Sermon Analysis Seminar. A critical study, on the basis of selected sermons and student presentations, of principal and practical problems facing the contemporary preacher. Prerequisite: Preaching 30. One course. *Lischer*

282. Women and the Word. An examination of theological, social, historical, and communication issues pertaining to women and preaching. Sermons, video-tapes and other resources will be used in analyzing the styles and content of preaching by women representing various traditions and historical periods. Prerequisite: Preaching 30. One course. *Staff*

283. Theories of Preaching. Significant theories of preaching from Augustine to the present. Seminar presentations and in-class preaching and valuation. Prerequisite: Preaching 30 or consent of instructor. One course. *Lischer*

WORSHIP AND CHURCH MUSIC (CW)

2. Music Skills for the Parish. A noncredit course designed to develop fundamental skills for reading musical notation and rhythmic patterns, using examples from the United Methodist Hymnal. Sightsinging and single-note keyboard playing not a prerequisite but will be encouraged throughout the course. Not intended for persons with prior knowledge of music skills. No credit. *Arcus*

3A, 3B. Choir. A noncredit course for those participating in choir and desiring that involvement to show on the transcript. No credit. *Wynkoop*

78. Introduction to Christian Worship. An introduction to the history, theology, and practice of Christian worship from an ecumenical perspective. Surveys major aspects of worship, including: the Lord's Day, the Christian calendar, Word and sacraments, daily and occasional services, liturgical music, and liturgical space and arts. Lecture, small group discussions, and practicum. Prerequisite: Church History 13 or 14. One course. *Tucker*

141. The Church Year. An examination of the historical, theological, and pastoral dimensions of the Christian calendar and lectionary. Prerequisites: Worship and Church Music 78. One course. *Tucker*

153. The Leadership of Worship. An advanced practicum for developing worship leadership skills appropriate for pastoral ministry. Prerequisites: Worship and Church Music 78. One course. *Tucker*

158. Ways of Worship. Prerequisite: Christian Worship 78 or consent of instructor. One course. *Berger*

162. Hymnody. A survey of hymns, various hymn types and styles, and issues in hymnody designed for persons in or preparing for Christian ministry. Includes an introduction to the fundamentals of hymnology. One course. *Arcus*

167. Baptism and the Lord's Supper. A study of these sacraments with attention given to major representative traditions and to current liturgical formulations and practice. Prerequisites: Worship and Church Music 78. One course. *Tucker*

180A. Church Music for Nonmusicians. A three-fold study including (1) an examination of historic and contemporary theologies of church music; (2) a survey of the musical forms used in worship by the Church; and (3) basic musicianship and song leading with an emphasis upon the selection and use of hymns and service music contained in denominational hymnals. One course. *Tucker*

180B. Church Music for Musicians. An in-depth two-fold study for students with prior musical knowledge, namely: (1) musicianship skills including song leading, basic conducting and literature, including select masterworks for the church and hymns; (2) pastor and musician teamwork, with emphasis on case studies of specific pastor-musician teams. Readings and projects will acquaint students with issues of church music

and encourage a continuing development of skills, research, and resource building. One course. *Arcus*

203. Directed Reading in Church Music. An advanced course offering students the opportunity to explore an area of church music of special interest to them, culminating in a major paper and/or public presentation. Includes compilation of bibliography for the study of church music. Enrollment limit: ten. Consent of instructor required. One course. *Arcus*

208. Hymns of Charles Wesley. One course. *Berger*

218. The Sacraments: Rites and Theologies. Prerequisites: Christian Theology 32, Church History 14, Worship and Church Music 78, or consent of instructor. See C-L: Christian Theology 218. One course. *Tucker and Wainwright*

220. Selected Topics. One course. *Staff*

223. Baptism, Confirmation, and Renewal. Biblical, historical, and theological perspectives on sacrament of Christian initiation. Issues related to the catechumenate, baptism, confirmation, and rites of renewal will be examined. Prerequisites: Worship and Church Music 78. One course. *Tucker*

248. Pastoral Offices: Christian Rituals for the Life Cycle. Prerequisites: Worship and Church Music 78 or consent of instructor. One course. *Tucker*

250. Advanced Seminar in Liturgical Studies. Reading and research in a selected area of liturgical study to be announced. One course. *Staff*

251. Studies in Spirituality. A consideration of different dimensions of the spiritual life. C-L: Spirituality 251. One course. *Staff*

252. Theologies of Church Music: From the Early Church to the Present. The Church, throughout its history, has sought to clarify its relationship to culture. In particular, is the Church to accommodate its worship to culture or avoid adopting of cultural forms? The relationship of culture and worship will be explored from the angle of the historical Church's use of music. How have the Church's theologians defined the role of music in the Church? What are the most appropriate musical forms for use in the Church? These issues will be examined with an eye to discussing and evaluating contemporary Christian musical expressions. One course. *Tucker*

268. Worship in the Wesleyan Tradition. A study of the historical, theological, liturgical, and sociological influences which have shaped the worship patterns of the major American denominations claiming a Wesleyan heritage. Historical and contemporary liturgies will be examined and concerns related to leadership of contemporary liturgies will be discussed. Prerequisites: Care of the Parish 159 and 160, Worship and Church Music 78. One course. *Tucker*

SPIRITUALITY (SPI)

22. The Spiritual Life. An introduction to spirituality, spiritual formation, and the development of a personal spiritual discipline. One course. *Staff*

210. Spiritual Direction. This course is an introduction to the process of spiritual direction; its theological foundations, its nature, its preparation, and its practice. Prerequisite: Spirituality 22 or consent of instructor. One course. *Gellings*

231. Prayer. A theological and psychological exploration of Christian prayer understood as our human communication with the Triune God. One course. *Staff*

233. Pastoral Spirituality. An introduction to spiritual direction, the spirituality of healing and reconciliation, and spiritual formation. Prerequisites: Spirituality 22 and consent of instructor. One course. *Staff*

240. Spiritual Direction Practicum. The process and skills of spiritual direction will be the focus of this course. Students will have the opportunity to develop and practice the skills with one another and will also be required to see two persons in direction during the course. Prerequisite: Spirituality 210. One course. *Gellings*

251. Studies in Spirituality. See C-L: Worship and Church Music 251. One course. *Staff*

252. Discernment Spirituality. One course. *Staff*

See the respective division listings for the following course descriptions.

OT 163. Biblical Prayer. *Crenshaw*

CT 112. The Doctrine of the Holy Spirit. *Turner*

CT 119. Prayer and Contemplation. *Herzog*

CT 249. The Lord's Prayer. *Wainwright*

RELIGION AND SOCIETY (RSO)

121. Religious Life in Sociological Perspective. An examination of religion and religious life as social phenomena, aiming to provide perspectives and conceptual tools for understanding the ways in which various aspects of religious life are embedded in and related to society and social processes. The theoretical perspectives will then be brought to bear on current issues. Students will participate in one or more group field experiences. One course. *Carroll*

157. The Church and Social Change. A sociological study of the relationship of the Church to the process of social change, including the role of the Church as innovator, the Church as participant in social movements, method(s) of accomplishing change, and the religious leader as an agent of social change. One course. *Staff*

158. Contemporary Religious Movements. The nature, ideology, development, clientele, and role of contemporary religious movements; the process by which such movements develop into established organizations; and their relationship to the main-line churches. One course. *Staff*

254. Contemporary American Religion. One course. *Carroll*

125-126. Special Ministry Internship. When a student needs to develop professional competencies in a highly specialized form of ministry, the associate dean for field education will assist in designing an appropriate learning contract and in negotiating for a suitable placement setting, provided the arrangements meet the basic criteria approved by the Field Education Committee. Variable credit.

V. Clinical Training and Internships

Students may earn up to two course credits for a quarter or unit of clinical pastoral education in programs accredited by the Association for Clinical Pastoral Education (ACPE).

Students involved in clinical training under the direct supervision of members of the pastoral psychology staff during the academic year should register for credit under PP 182 for two course units unless a course credit has already been received for PP 77, in which case only one rather than two credits will be granted for the CPE quarter. Students should apply for such training through the director of clinical pastoral education.

Students involved in clinical training in summer CPE quarters should register with ACPE and the associate dean for academic programs as soon as accepted for training by a chaplain supervisor. Upon receipt of a supervisor's report at the end of the training period the student will receive two course units of transfer credit.

CLINICAL TRAINING IN PASTORAL PSYCHOLOGY INTERNSHIPS (INT)

131-132. Ministry through Social Agency Internship. A twelve-month placement in a regular personnel position in a social service agency to meet the job description of the agency and to develop a personal mode and style of ministry in a secular setting through understanding, appreciation, involvement in, and critical theological reflection upon environment, structures, values, and decision-making processes as conveyed by the conduct of the agency. Variable credit.

137-138. Parish Ministry Internship. A twelve-month placement, individually designed to engage the student in specified learnings in a wide variety of ministry functions in a local parish, under qualified supervision and using the guidelines of a learning contract. Variable credit.

143-144. Campus Ministry Internship. A nine- to twelve-month placement in approved locations designed to provide special learnings in delivering a ministry to college students under qualified guidance and utilizing a learning contract which specifies seminars, a personal journal, directed reading, and consultations to develop competency in these functions. Variable credit.

175-176. Clinical Pastoral Education Internship. A twelve-month placement in a clinical program accredited by the Association of Clinical Pastoral Education (ACPE). Variable credit.

197-198. Mission Internship. A special internship to prepare for service in church missions may be arranged by enlisting in the national or overseas program of the United Methodist Board of Global Ministries for one to three years. As a requirement for agency planning, applications should be initiated in the fall of the middler year. Other denominational and/or work-study experiences abroad may be given field education credit by special arrangement with the Associate Dean for Field Education. Variable credit.

Program in Religion Graduate Courses

The following courses are offered periodically in the Graduate Program in Religion by the Department of Religion faculty and may be taken by Divinity students with permission of the instructor.

- 201. Studies in Intertestamental Literature
- 202. Language and Literature of Dead Sea Scrolls
- 216. Syriac
- 217. Islam in India
- 218. Religions of East Asia
- 219. Augustine
- 220. Rabbinic Hebrew
- 221. Reading in Hebrew Biblical Commentaries
- 224A. Comparative Semitic I
- 224B. Comparative Semitic II
- 228. Twentieth-Century Continental Theology
- 231S. Seminar in Religion and Contemporary Thought
- 232S. Religion and Literary Studies
- 233. Modern Narrative and Religious Meanings
- 234. Early Christian Asceticism
- 235. Heresy: Theological and Social Dimensions of Early Christian Dissent

- 239. Introduction to Middle Egyptian I
- 240. Introduction to Middle Egyptian II
- 243. Archaeology of Palestine in Biblical Times
- 244. Archaeology of Palestine in Hellenistic-Roman Times
- 248. Theology of Karl Barth
- 258. Coptic
- 261. Islam in the African-American Experience
- 264. The Sociology of the Black Church
- 275S. Topics in Early Christian and Byzantine Art
- 277. Judaism in the Greco-Roman World
- 280. The History of the History of Religions
- 281. Phenomenology and Religion
- 284. The Religion and History of Islam
- 301. Seminar in Contemporary Christian Ethics
- 304. Aramaic
- 304A. Targumic Aramaic
- 305. The Septuagint
- 310. Readings in Judaica
- 311. Pharisaic Judaism in the First Century
- 324. Readings in the History of Religion
- 336. Worlds and Texts
- 360. Special Problems in Religion and Culture
- 380. Existentialist Thought



Appendices

I. GUIDELINES FOR INCLUSIVE LANGUAGE

Duke Divinity School

The decadence of our language is probably curable. Those who deny this would argue, if they produced an argument at all, that language merely reflects existing social conditions, and that we cannot influence its development by any direct tinkering with words and constructions. So far as the general tone or spirit of language goes, this may be true, but it is not true in detail. Silly words and expressions have often disappeared, not through any evolutionary process but owing to the conscious action of a minority.

George Orwell
Politics of the English Language

The necessity for change is the parent of tradition. If we want a change in our language to come, we must first facilitate that change through concerted action. Our language is determined both by who we are as individuals and communities, and who we want to become.

The affirmation of the integrity of people with various opinions and interpretations on the issue of language is assumed. It is recognized, however, that exclusive language can work unwitting and unintended harm by distorting reality and excluding members from our community. Therefore, all members of this Duke Divinity School community (students, faculty, administrators, and staff) are invited to join together in using language that most adequately reflects the unity of the people of God and the reality of God.

LANGUAGE ABOUT PERSONS

A. Generic Usage

Although "man" originally carried the meaning of both "human beings" and "adult males," such can no longer be assumed. Even though technically "man" is inclusive, its actual use is often exclusive.

1. Use precise language. When in the past you would have been inclined to use the generic term "man," find creative ways to use such words as "humankind," "humans," "persons," "everyone," "men and women," "children of God," etc.
2. Use words that do not include "man" when referring to occupations and positions that can include both males and females. Alternative descriptions can often be found that are not awkward compounds:

<i>(instead of)</i>	<i>(try)</i>
Clergyperson	Clergy
Congressperson	Representative
Policeman	Police Officer
Fireman	Fire Fighter
Chairperson	Chair, Moderator, Presiding Officer, Convenor

B. Pronoun Usage

Pronoun usage that avoids gender specific categories is an effective way to include all members of society or a given community in general references. Although English grammars generally maintain that the nonspecific individual be referred to as "he," such a reference is not inclusive. One should attempt to make all pronoun references inclusive.

1. When speaking in general terms or when referring to both women and men, use pronouns so as to make explicit that both men and women are included. This may be accomplished by using such methods as "he and she," "hers and his," or combinations such as "he/she," "s/he," and "his/hers."
2. Other approaches to the pronoun issue include:

- a. Use writing that reduces unnecessary or excessive gender specific pronouns: "The average American drives his car to work" can become "The average American drives to work."
- b. Rephrase statements into the plural: "Most Americans drive their cars to work."
- c. When speaking in generic terms or when including women and men in the same group, some guides suggest alternating female and male pronouns: "A person should take good care of her car. He should check the oil level daily. She should also make sure that the tires are properly inflated."
- d. The indefinite use of the second person plural pronoun, "you," to refer to people in general is a widespread conversational device. You must realize, however, that the use of the second person in writing creates an intimate relationship between the writer and the reader. For this reason, when you use the second person, be sure that the person or persons to whom the argument is directed is clearly identified.
- e. Masculine pronouns can be replaced by the impersonal pronoun "one," and this is still preferred in formal usage. However, one should use this form sparingly.

C. Forms of Address

Traditionally there has been little need for particular ways to refer to individual women or married individuals with different titles. Women did not have titles other than "Miss" or "Mrs.," and it was assumed that their identity derived from their marital status. That assumption is no longer valid, and forms of address should recognize the identity that women have as individuals.

1. In referring to an individual woman there is no need to refer to her marital status, just as traditional references to men give no indication of their marital status. Examples:
 - a. Ms. Lorna Stafford
 - b. The Reverend Ms. Louise Lind
 - c. The Reverend Mr. Louis Lind
 - d. Dr. Jennifer Jones
2. Different titles should be recognized when addressing married couples. Examples:
 - a. Clergywoman married to a layperson: The Reverend Ms. Sally Jones and Mr. Gerald Jones
 - b. Clergy couples: The Reverends Ms. Sally Smith and Mr. Gerald Jones; The Reverends Ms. Sally Jones and Mr. Gerald Jones; The Reverends M/M Sally and Gerald Jones
 - c. Other titles: Professor Louise Lind and Dr. Jonathan Smith; Drs. Cynthia and Jackson Whittaker
3. Although the use of individual names is assumed when married people have different titles, this is desirable for others as well. Instead of Mr. and Mrs. Steve Jackson, try:
 - a. Steve and Lorna Jackson
 - b. Mr. and Mrs. Steve and Lorna Jackson
 - c. M/M Steve Jackson and Lorna Stafford
4. Titles can be eliminated altogether, but in formal usage this practice is generally not preferred.

D. References to Collective and Abstract Nouns

Social institutions (e.g., Church), concepts (e.g., evil), or inanimate objects (e.g., a ship) do not have gender. Referring to them as female or male encourages stereotyping groups of people with the qualities specific to that institution, concept, or object.

1. Pronouns that refer to collective and abstract nouns should be neuter, except in direct quotations.
 - a. Direct quotation: "And I saw the holy city, new Jerusalem, coming down out of heaven from God, prepared as a bride adorned for her husband. ..." (Rev. 21:2).
 - b. Modern usage: The Church is described as the new Jerusalem. It is adorned for the worship of God, and its relationship with God is seen as a gift from God.
2. Direct quotations can often be made inclusive through the use of brackets: "A person must make his [or her] own way in this broken world."

LANGUAGE ABOUT GOD

Although these guidelines are designed mainly for use in terms of language about people, care and attention should be given also to language about God in writing, speaking, and worship. Language about God should articulate the variety and richness of God's manifestations to humankind. It should also respect the deeply personal nature of God as expressed through the Trinity. These suggestions are offered as a beginning point from which one can develop androgynous language about God.

- A. The exclusive use of either masculine or feminine pronouns for God should be avoided.
- B. Metaphors showing God's personal relationship with humans should be used, but need not be personalized with "he" or "she."
- C. A variety of sex-specific metaphors can be used: "God is the father who welcomes his son home, but she is also the woman who searches for the lost coin."

Imagination, patience, and diligence are required in order to use language that expands and enriches our understanding of God.

II. JUDICIAL PROCEDURES

Duke Divinity School

Adopted January 1987, The Divinity School Community:

Duke University expects and will require of all its students continuing loyal cooperation in developing and maintaining high standards of scholarship and conduct.... Any student, in accepting admission, indicates willingness to subscribe to and be governed by these rules and regulations, and acknowledges the right of the university to take such disciplinary action, including suspension and/or expulsion, as may be deemed appropriate, for failure to abide by such rules and regulations or for conduct adjudged unsatisfactory or detrimental to the university.

The Bulletin of Duke University: The Divinity School:
"Admissions: Conduct of Students"

The judicial system hereinafter described is constituted for the Divinity School community as required by the Judicial System of Duke University and the university's rubric on student life. It conforms to and functions within those larger structures. Reference will be made in this document to the most readily available specification of university rules, the *Bulletin of Duke University: Information and Regulations*, which may be consulted in the office of either associate dean or in the Divinity School Library and obtained through the Office of Student Life of Trinity College. See sections on "Student Life" and Appendix entitled "The Judicial System of Duke University."

The Divinity School Judicial Board

The Divinity School Judicial Board [hereinafter simply "the board"] is composed of the two associate deans and five students (one of whom shall be designated an alternate) and three faculty or staff members (one of whom shall be designated an alternate). They shall

be chosen respectively by the Student Representative Assembly and the Divinity School faculty through the normal procedures for constituting committees. The board is constituted at the opening of school in the fall; members serve until the opening of the next school year or until replaced by their respective governing bodies. At its first meeting, the board shall elect a chair from among its appointed and regular membership.

A. Hearing Alternatives.

Students accused of violating university regulations or academic expectations may elect either: (1) an informal hearing in which the accused student and the accusing student, faculty member or staff member appear before the appropriate associate dean [see below] and the student's faculty adviser; or (2) a formal hearing before the board according to procedures outlined below. (If the severity of the offence dictates or if procedural difficulties loom, the chair and associate dean may determine that a formal hearing is required or that higher university boards or civil courts must have jurisdiction.) Under either option, the person accused may be advised by a person from within the Divinity School community. The adviser may attend but may not speak during the hearing and will be excused during deliberation over verdict and sanctions.

B. Jurisdiction.

Matters concerning academic offences—cheating, plagiarism, theft of papers, library misconduct—shall be heard, formally or informally, by the university associate dean for academic programs. Offences concerning student life, the university community, field education, or professional ethics shall be heard, formally or informally, by the associate dean for student life and field education.

C. Offences.

Among the academic offences deemed unacceptable at Duke University are plagiarism—the submission of work as one's own that contains unacknowledged or improperly acknowledged words or ideas of another—submission of papers in more than one course without the explicit permission of the instructors concerned, the purchase or theft of papers, cheating, and abuse of the library. Student life offences include abuse of university property, theft, falsification of financial aid applications, use of illegal substances and physical, mental or sexual harassment. For detailed specification and illustration of student life offences see the aforementioned *Bulletin: Information and Regulations* under "Student Life" and "University Regulations and Policies."

The same volume treats academic offences in the section entitled "Academic Honesty." Students are advised to purchase at the Duke University Bookstore the *Composition Guide—Duke University* by Ronald R. Butters, which provides detailed guidance on correct procedure and clear illustrations of impermissible practice.

D. Duties of the Associate Deans.

The associate deans shall be responsible for hearing complaints, conducting investigations, gathering evidence, determining probable cause, establishing whether the Divinity School Board has jurisdiction, specifying the charge, informing the accused of his/her rights, indicating the hearing options, impaneling the board in the event of a formal hearing, preparing the case, setting the date for a hearing, producing witnesses, and imposing any sanctions or penalties.

E. Formal Hearings.

1. If the student elects (or the associate dean specifies) a formal hearing, the associate dean with jurisdiction shall convene the board at the earliest possible point.
2. A faculty or student member shall disqualify himself/herself if he/she is otherwise involved in the case, and the student charged may challenge the

- seating of a faculty or student member of the board (stating in writing the reasons for so doing). The chair (or in the event of a challenge to the chair, the associate dean) shall accept or reject the challenge. In the event of a disqualification of a member, the appropriate alternate shall be seated.
3. Hearings shall be closed. Formal hearings shall be recorded and the recording retained for a period of three years.
- F. Hearing Procedures.
1. The rights of the accused and the hearing procedures outlined in sections I "Role of Accused" and J "Hearing Procedure," in the "Judicial System of Duke University," Appendix of *Bulletin: Information and Regulations* shall guide the associate dean and the adviser or the board in the conduct of a hearing (e.g. judgments of expulsion or suspension require concurrence of four of the five voting board members).
 2. The board (or associate dean and faculty adviser) may impose the sanctions specified in the same Appendix singly or in combination (e.g. expulsion, suspension, probation, warning, fine, recommendation of counseling, etc.).
- G. A person convicted may appeal his/her case to the dean by providing written notice of that intention within forty-eight hours and a written statement of the grounds within seven days of the receipt of the verdict. Grounds for appeal include new and significant evidence that might alter the case or violation of due process.

III. THE HONOR CODE

Ministerial and theological education involves developing and shaping a life of honor and integrity, virtues rooted in our faith.

Therefore, we in the Divinity School of Duke University pledge, individually and corporately, to exhibit our commitment to these virtues by abstaining from any form of cheating, lying, or plagiarism* and by respecting the facilities of the Divinity School and the property of our peers and professors. We do also assume responsibility for the maintenance of these virtues by pledging, individually, and corporately, to report any violation of this code to the deans associated with the Judicial Board of the Divinity School.

I signify my understanding of this code by signature.+

Revised 11/30/88 by SRA.
(Signed)

* Definitions and illustration of these violations are provided in the current *Bulletin of Duke University: Information and Regulations* in sections entitled "The Judicial Code" and "Academic Honesty." Detailed discussion of correct and incorrect writing styles (e.g. plagiarism) can be found in *Composition Guide...Duke University* prepared by Ronald R. Butters in collaboration with George D. Gopen. This is available in the Duke Bookstore. All students are urged to purchase a copy and to read it carefully.

+ Refusal to sign does not exempt one from the dictates of this code. Violation of all or part of this code will subject the accused to review and action by the Judicial Board of the Divinity School.

ENROLLMENT SUMMARY 1994-95

Divinity School Students, total 475 (excluding auditors)

370	M.Div.	(249 men, 121 women)
9	M.R.E.	(2 men, 7 women)
34	Th.M.	(25 men, 9 women)
22	Special	
	Students	(7 men, 15 women)
49	M.T.S.	(27 men, 22 women)

Graduate Division of Religious Studies, total 100

2 M.A., 98 Ph.D.

Total 575

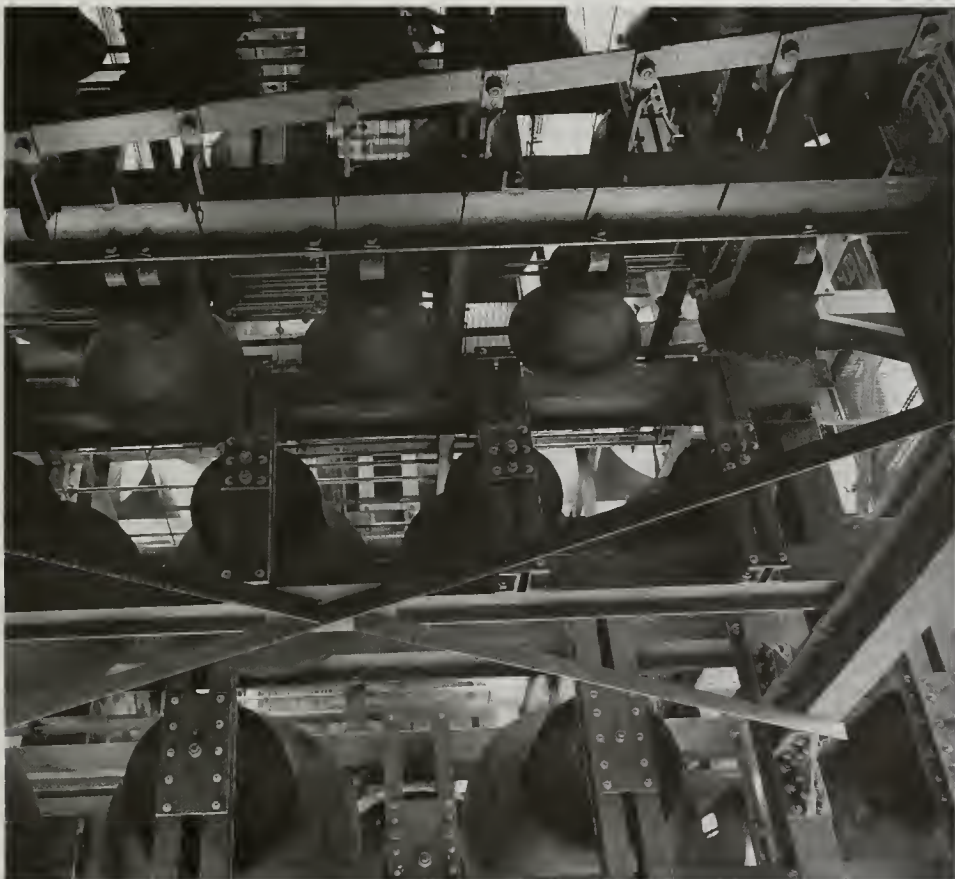
GEOGRAPHICAL DISTRIBUTION 1994-95

Alabama	6	New Mexico	2
Arkansas	7	New York	8
Arizona	1	Ohio	2
California	4	Oklahoma	2
Colorado	2	Pennsylvania	6
Connecticut	1	South Carolina	20
District of Columbia	1	South Dakota	1
Florida	20	Tennessee	7
Georgia	9	Texas	21
Hawaii	1	Virginia	31
Illinois	1	Washington	2
Indiana	7	West Virginia	5
Kansas	1	Wisconsin	4
Kentucky	5		
Louisiana	2	Foreign:	9
Maryland	2	Canada	1
Massachusetts	1	Germany	1
Michigan	4	Japan	2
Minnesota	1	Korea	3
Mississippi	8	Pakistan	1
Missouri	2	Singapore	1
New Jersey	3		
New Hampshire	1		
North Carolina	268	Total	475

DENOMINATIONS REPRESENTED

1994-95

African Methodist	1	Mennonite	2
African Methodist Episcopal	3	Mennonite Brethren	1
AME Zion	3	Methodist	2
American Baptist	4	Missionary Baptist	3
Anglican	1	Nazarene	1
Anglican Catholic	1	Non-Denominational	8
Anglican Church in America	2	North American Baptist	1
Assemblies of God	3	Original United Holy Church	
Baptist	26	International	1
Christian Church (Disciples of Christ)	1	Pentecostal Holiness	2
Christian Methodist Episcopal	1	Presbyterian	17
Church of God	3	Presbyterian Church of Pakistan	1
Congregational, NACCC	1	Reformed Church	1
Episcopal	26	Roman Catholic	6
Evangelical Lutheran Church in America ..	7	Southern Baptist	32
Greek Orthodox	1	Unitarian Universalist	2
Interdenominational	1	United Church of Christ	6
Japan Holiness Church (Evangelical		United Methodist Church	288
Wesleyan)	1	Unity	1
Korean Evangelical Holiness Church	1	Unreported	1
Korean Methodist Church	1		
Lutheran	4	Total	475 plus 9 auditors = 484



COLLEGES REPRESENTED

Adrian College	1	Harvard University	2
Alcorn A&M University	1	Hellenic College	1
Allegheny College	2	Henderson State University	1
Alma College	1	Hendrix College	3
Appalachian State University	7	High Point College	2
Arizona State University	1	High Point University	4
Arkansas College	2	Houghton College	1
Armstrong State College	1	Houston Baptist University	1
Auburn University	2	Howard University	1
Averett College	1	Hunter College	1
Ball State University	2	Huntington College	1
Barton College	2	Illinois State University	1
Baylor University	2	Indiana University	3
Bellarmino College	1	International Christian University	1
Berea College	1	James Madison University	2
Bethany College-West Virginia	1	John Wesley College	1
Bethune-Cookman College	1	Johnson C. Smith University	1
Bonn University	1	Kalamazoo College	1
Bradley University	1	Kings College	1
Brown University	1	Kun Kuk University	1
Bryan College	1	Lambuth College	1
Bucknell University	1	Livingston College	1
California Baptist College	1	Livingston University	1
Campbell University	8	Longwood College	1
Catawba College	1	Louisiana State University	4
Centenary College	2	Loyola College	1
Central Bible College	1	Loyola University	1
Central Michigan University	2	Luther College	1
Central Wesleyan College	1	Lynchburg College	2
Centre College	3	Mars Hill College	2
College of Charleston	2	Marshall University	1
Colorado College	1	Mary Baldwin College	1
Columbia College	1	Mary Washington College	3
Converse College	2	McMurry College	1
Cornell University	1	Menkato State University	1
Davidson College	5	Mercer University	3
Duke University	11	Mercer University-Atlanta	1
East Carolina University	5	Meredith College	4
East Texas Baptist College	1	Methodist College	3
Eastern Mennonite College	1	Miami University-Hamilton	1
Eckerd College	1	Michigan State University	2
Elizabethtown College	1	Mid-America Nazarene College	2
Elon College	7	Millsaps College	5
Emory & Henry College	3	Mississippi College	1
Fayetteville State University	2	Mobile College	2
Ferrum College	1	Morehouse College	2
Florida A&M University	1	Mt. Olive College	1
Florida International University	1	New Hampshire College	2
Florida Southern College	3	New Mexico State University	1
Florida State University	6	Newberry College	1
Francis Marion College	1	North Carolina A&T State University	4
Francis Marion University	1	North Carolina Central University	2
Franklin & Marshall College	1	North Carolina State University	15
Fresno Pacific College	1	North Carolina University	1
Furman University	2	North Carolina Wesleyan College	5
Georgia Institute of Technology	1	Northern Illinois University	1
Greensboro College	2	Oberlin College	1
Guilford College	3	Oklahoma City University	1
Hampden-Sydney College	3	Old Dominion University	2
Hankuk University	1	Oral Roberts University	3

Pembroke State University	2	University of North Carolina-Greensboro	8
Pennsylvania State University	3	University of North Carolina-Wilmington	2
Pepperdine University	1	University of Northern Colorado	1
Pfeiffer College	8	University of Pennsylvania	1
Philadelphia College of Bible	1	University of Richmond	2
Presbyterian College	1	University of South Carolina	3
Purdue University	1	University of South Carolina-Coastal	2
Queens College-North Carolina	2	University of Southern Alabama	1
Radford University	1	University of Southern Maine	1
Randolph-Macon	1	University of Southern Mississippi	7
Randolph-Macon College	1	University of Tennessee	1
Regent College	1	University of Texas-Austin	3
Ripon College	1	University of the South	1
Rochester Technical College	1	University of Virginia	2
Rutgers University	1	University of Waterloo	1
Samford University	1	University of Western Ontario	1
Seattle Pacific University	3	University of Wisconsin-Eau Claire	1
Seoul National University	2	University of Wyoming	1
Seoul Theological University	1	University South Florida	1
Shaw University	1	University of South Carolina-Sumter	1
Sioux Falls College	1	Utah State University	1
Soochow University	1	Valdosta State College	1
Southern Baptist College	1	Valley Forge College	1
Southern Methodist University	1	Virginia Commonwealth University	3
St. Leo College	2	Virginia Polytechnic Institute	2
St. Leo's College	1	Virginia Union University	1
St. Olaf College	2	Virginia Wesleyan College	5
State Andrews College	1	Virginia Commonwealth University	1
State Augustines College	1	Wake Forest University	8
State University of New York-Genesco	1	Warren Wilson College	1
State University of New York-Albany	1	Washington & Lee University	2
State University of New York-Binghamton	1	Wellesley College	2
State University of New York-Buffalo	1	West Carolina University	1
Sterling College	1	West Chester University	1
Stratford College	1	West Virginia Institute of Technology	1
Sweet Briar College	1	West Virginia State College	1
Taylor University	1	West Virginia University	1
Tennessee Wesleyan College	2	West Virginia Wesleyan College	2
Texas A&M University	1	Western Carolina University	1
Texas Christian	1	Western Kentucky University	2
The Citadel	2	Wheaton College	2
Trenton State College	1	William & Mary College	8
Trinity Theological College	2	William Jewell College	1
Trinity University	2	Williams College	1
United States Coast Guard Academy	1	Wingate College	1
University of Arizona	1	Winston-Salem University	2
University of Central Florida	1	Wofford College	6
University of Central Florida	1		
University of Cincinnati	1		
University of Colorado	1		
University of Denver	1		
University of Evansville	2		
University of Georgia	3		
University of Kentucky	1		
University of Maine	1		
University of Massachusetts-Amherst	1		
University of Mississippi	1		
University of Missouri-Rolla	1		
University of New Haven	1		
University of North Carolina-Asheville	3		
University of North Carolina-Chapel Hill	12		
University of North Carolina-Charlotte	3		

COLLEGES REPRESENTED GRADUATE DEGREES

Appalachian State University	1	Oral Roberts University	1
Asbury Theological Seminary	1	Pace University-New York City	1
Auburn University	1	Pennsylvania State University	1
Azusa Pacific University	1	Pfeiffer College	2
Ball State University	1	Presbyterian School of Christian Education	1
Boston University	1	Princeton Theological Seminary	1
Bowling Green University	1	Rice University	1
Campbell University	1	Rollins College	1
Cleveland State University	1	Rutgers University-New Brunswick	1
Columbia Seminary	1	Scarritt College	1
Divinity School at Seoul University	1	Southern Baptist Theological Seminary	3
Drew University	1	Southern Methodist University	2
Duke University	10	Southwestern Baptist Theological Seminary	2
Emory University	2	Taiwan Theological College	1
Evangelical Lutheran Seminary	1	Tokyo Biblical Seminary	1
Florida State University	2	University of Denver	1
Graduate School of Theology	1	University of Mississippi	1
Hartford Seminary	1	University of North Carolina-Chapel Hill	8
Holy Cross College	1	University of North Carolina-Greensboro	2
Howard University	1	University of North Florida	1
Huntington College	1	University of North Texas	1
Indiana University	3	University of Oklahoma	1
Jefferson Medical College	1	University of South Carolina	2
Johns Hopkins University	1	University of Southern California	1
Kent College of Law	1	University of Southern Mississippi	1
King's College-London	1	University of Texas-Austin	1
Louisville Presbyterian Theological Seminary	1	University of Vermont	1
Lutheran School of Theology at Chicago	1	University of Virginia	1
Mennonite Seminary	1	Virginia Union University	1
Methodist Theological Seminary	1	Wake Forest University	1
Mississippi College	1	Wake Forest University	1
North Carolina A&T State University	2	Westminster College	1
North Carolina State University	1	Winthrop College	1
Nova University	1	Yale University	3



Candidates for the Master of Divinity Degree

Abbott, Adam Shawn, (B.A., Tennessee Wesleyan College), Smithfield, NC
 Abbott, David Jon, (B.S., University of Southern Maine), Bynum, NC
 Albers, Karen Marie, (B.A., Radford University), Durham, NC
 Albing, Virginia Alice, (B.A., University of Waterloo), Garner, NC
 Alexander, Byron Emil, (B.A., Bryan College), Fuquay-Varina, NC
 Allred, Tracy Anne, (B.S., Florida State University), Durham, NC
 Armitage, Kenneth Ray, (B.L.S., University of Evansville), Durham, NC
 Armstrong, Ronnelle, (B.A., University of North Carolina-Greensboro), Durham, NC
 Arthurs, Jeffrey Dean, (B.S., Michigan State University; M.S., University of Southern California), Henderson, NC
 Atkinson, Michael Quinn, (B.S., West Virginia University), Wake Forest, NC
 Autrey, Stephen Lynn, (B.A., University of North Carolina-Asheville), Durham, NC
 Averitt, Louann Marie, (B.A., Hendrix College), Durham, NC
 Bader, Demery L., (B.A., University of Northern Colorado), Durham, NC
 Badgett, Carla Coyte, (B.A., Davidson College), Durham, NC
 Baldwin, Doretha S., (B.A., Winston-Salem University), Winston-Salem, NC
 Ballenger III, Walter C., (B.S., The Citadel), Durham, NC
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 Bashford, Robert Ryan, (B.S., North Carolina State University), Chapel Hill, NC
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 Berry, William Francis, (B.A., M.B.A., Pace University-New York City), Asheboro, NC
 Berry, Karen Bailey, (B.S., Campbell University; M.S., North Carolina State University), Apex, NC
 Bertin, Darren Christopher, (B.A., Louisiana State University), Durham, NC
 Black, William Clinton, (B.A., Oral Roberts University), Warrenton, NC
 Blackburn, Harold Dean, (B.A., Elon College), Durham, NC
 Blalock, John Franklin, (B.A., Mars Hill College), Chapel Hill, NC
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 Bohall, Larry Dean, (B.A., Central Bible College), Durham, NC
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 Brannen, Herman Reppard, (B.S., University of Georgia), Bonlee, NC
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 Brown, Kristen Leona, (B.A., Oklahoma City University), Durham, NC
 Bryan, Harriet Jean, (B.A., University of Mississippi), Durham, NC
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 Budzinski, William Marvin, (B.A., University of Wisconsin-Eau Claire), Norlina, NC
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Campbell, Joel Haskell, (B.S., Virginia Polytechnic Institute), Yanceyville, NC
 Cannon, James Timothy, (B.A., Mobile College), Louisburg, NC
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 Carey, James Hamilton, (B.S., Longwood College), Richmond, VA
 Carpenter, Zella Sparks, (B.S., West Carolina University; M.S., University of North Carolina-Greensboro), Raleigh, NC
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 Cartledge-Hayes, Mary, (B.A., University of South Carolina), Spartanburg, SC
 Case, Jr., Jerry Bruce, (B.A., Mississippi State University), Durham, NC
 Casper, James Erich, (B.S., Rochester Technical College), Angier, NC
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 Emmett, Timothy John, (B.A., Bucknell University), Durham, NC
 Erickson, Kenneth Lawrence, (B.A., Wheaton College), Durham, NC
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 Hill, K. Ray, (B.S., M.B.A., University of Virginia), Durham, NC
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 Hogsett, John Thomas, (B.S., Millsaps College), Durham, NC
 Holmes, Lawrence Frederick, (B.S., Kings College), Raleigh, NC
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 Hooke, Christopher Lynn, (B.A., University of North Carolina-Asheville), Durham, NC
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 Jackson, Carol Lana, (B.A., Mary Baldwin College), Durham, NC
 Jarrett, William Ray, (B.S., Appalachian State University), Mocksville, NC
 Jeffries, Jonathan David, (B.A., North Carolina State University), Durham, NC
 Johnson, Kristina Jill, (B.A., Campbell University), Cary, NC
 Johnson, Monte Earl, (B.A., J.D., University of Oklahoma; L.L.M., Emory University), Durham, NC
 Johnson-Manning, June Elizabeth, (B.A., State Andrews College), Sanford, NC
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 Juran-Kelley, Anna, (B.A., Armstrong State College), Durham, NC
 Kalkoff, Michelle Lynne, (B.Mus., University of Evansville), Durham, NC
 Kang, Ki Son, (B.A., University of North Carolina-Charlotte), Durham, NC
 Kaufman, Ann Bravender, (B.S., Elon College), Hayesville, NC
 Kaufman, Jon Sheldon, (B.S., University of Southern Mississippi), Durham, NC
 Kelley, Benjamin Wesley, (B.A., University of South Carolina-Sumter), Durham, NC
 Kemp, Gary Joseph, (B.A., Franklin & Marshall College), Candor, NC
 Kimlick, Juanita Michelle, (B.A., Averett College), Durham, NC
 King, Robert Joseph, (B.A., Davidson College), Durham, NC
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 Knowles, Richard Gregory, (B.A., Western Kentucky University), Townsville, NC
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 Lashbrook, Cameron James, (B.A., Florida State University), Durham, NC
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The information in this bulletin applies to the academic year 1995-96 and is accurate and current, to the extent possible, as of June 1995. The university reserves the right to change programs of study, academic requirements, teaching staff, the calendar, and other matters described herein without prior notice, in accordance with established procedures.

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Calendar of the School of Law 1995-96

Summer Term-1995

June	
5	Monday, Orientation
6	Tuesday, First day of classes
August	
4	Friday, Last day of classes
8	Tuesday, Examination
11	Friday, Examination

Summer Institutes (Belgium & Hong Kong)

July	
2	Sunday, Orientation
3	Monday, First session classes begin
14	Friday, First session classes end
17	Monday, Second session classes begin
28	Friday, Last day of classes, second session
30	Examination period begins
August	
1	Examination period ends

Fall Term-1995

August	
17, 18, 20	Orientation for entering students
21	Monday, First day of class for all students
October	
16-20	No classes, off-campus interviews and first year writing
November	
23-24	Thanksgiving recess
December	
5	Tuesday, Last day of class for all courses
6-18	Reading and examination period for first-year courses
6-20	Reading and examination period for upperclass courses

Spring Term-1996

January	
3-7	Professional Responsibility course
8	Monday, Examination in Professional Responsibility and first day of class for upperclass courses
10	Wednesday, First day of class for first-year courses
12-14	Intensive Trial Practice weekend
March	
11-15	Spring break
April	
19	Friday, Last day of classes for upperclass courses
23	Tuesday, Law day of class for first-year courses
20-May 7	Reading and examination period for upperclass courses
24-May 8	Reading and examination period for first-year courses
May	
11	Saturday, Law School Hooding Ceremony
12	Sunday, Commencement

[The current Law School calendar is also available at the Law School's World Wide Web site at <http://www.law.duke.edu>.]

University Administration

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Joseph S. Beyel, M.S., *Vice-Chancellor for Medical Center Development and Alumni Affairs*

William J. Donelan, B.A., M.S., *Vice-Chancellor and Chief Financial Officer for Medical Center Administration*

Gordon G. Hammes, Ph.D., *Vice-Chancellor for Medical Center Academic Affairs*

Mark C. Rogers, M.D., *Vice-Chancellor for Health Services and Executive Director for Duke University Hospital*

R. C. "Bucky" Waters, B.S., M.A., *Vice-Chancellor for Special Projects, Duke University Medical Center*

David B. Adcock, J.D., *University Counsel*

N. Allison Haltom, A.B., *Secretary of the University*

William H. Willimon, M.Div., S.T.D., *Dean of the Chapel*

Law School Administration, 1995-96

Pamela B. Gann, *Dean*

Thomas D. Rowe, Jr., *Senior Associate Dean, Academic Affairs*

Richard A. Danner, *Associate Dean, Library and Computing Services*

Lucille M. Hillman, *Assistant Dean, Alumni Relations and Development*

Judith A. Horowitz, *Associate Dean, International Studies*

Evelyn M. Pursley, *Assistant Dean, Alumni Relations and Development*

Cynthia L. Rold, *Assistant Dean, Admissions and Financial Aid*

Susan L. Sockwell, *Associate Dean, Student Affairs*

Linda G. Steckley, *Associate Dean, External Affairs*





Altruism combined with realism; knowledge of fundamental principles and capacity to apply them; courage to insist on the right and patience to achieve it; understanding of the timidity of the weak; fearlessness of the domination of the powerful; sympathy for the mistakes of the indiscreet; caution of the craftiness of the unprincipled; enthusiasm for that which is fine and inspiring; reverence for that which is sacred; these are some of the attributes of great lawyers.

Justin Miller
Dean, 1930-34
Duke University School of Law

The Distinction of Duke



Duke University

The Law School is an integral part of one of the nation's foremost research universities. The university's origins were in Randolph County where, in 1838, the Methodist and Quaker communities formed Union Institute to educate their children. The school was chartered by the state in 1851 as Normal College and granted the authority to grant degrees in 1853. In 1859 its mission was expanded to educate ministers and its name changed to Trinity College. Trinity College was relocated to Durham in 1892. In 1924, a grant from James Buchanan Duke enabled its transformation into Duke University, with the advice by Mr. Duke that "courses at this institution be arranged, first, with special reference to the training of preachers, teachers, lawyers and physicians, because these are most in the public eye, and by precept and example can do most to uplift mankind."

Although the university is relatively young by comparison to other major American universities, its undergraduate programs and its graduate and professional schools together have attained an international stature and a reputation for quality and innovation that few universities can match. Among the university's unique strengths are an extensive network of interdisciplinary collaboration, an emphasis in teaching and research initiatives addressing global and international issues, and a commitment to growth in the areas of environmental studies and the basic sciences.

The university has one of the most spacious and lovely campuses of any major university. The beautiful neo-Gothic buildings on West Campus, stately Georgian-style architecture on East Campus, and stunning contemporary design of its newest centers and schools (including an addition to the law building itself) are situated in and around 7,700 acres of undeveloped forest and thirty miles of jogging trails. Geographically, Duke is located in close proximity to the cultural and research resources of three other major universities and to the fast-growing high technology business and research center of the Research Triangle Park. It is also accessible to the natural beauty of the Blue Ridge Mountains to the west and the state's many beaches to the east. The climate is mild, with spring beginning as early as February and fall reaching well into November. Plays, concerts, lectures, and athletic events are plentiful, in a setting free of many of the day-to-day aggravations and distractions of larger metropolitan centers. For these reasons and others, the Triangle area in which Duke is located is singled out in survey after survey for its high quality of life.

Current information on Duke University programs and events is available at the University's World Wide Web site: <http://www.law.duke.edu>.

The Law School's Mission

The Law School was established as a graduate professional school in 1930. Its mission is to prepare students for responsible and productive lives in the legal profession. As a community of scholars, the Law School also provides leadership at a national and international level in efforts to improve the law and legal institutions through teaching, research, and other forms of public service.

Because the mission of the Law School focuses on the broader preparation of students for a life in the law, students should not come to the school expecting primarily to amass information about the specific laws of particular jurisdictions. In fact, only a small part of the preparation required for participation in the legal profession entails the transmission of legal rules, which are countless and subject to frequent change and reinterpretation. The best lawyers are those who have internalized the processes of legal reasoning, which require creativity as well as intellectual discipline and critical analysis, and who have acquired the capacity for legal judgment which can be adapted and applied to new fields and to the circumstances of an ever-changing world. At Duke Law School the faculty focuses on helping students develop the adaptive skills and broader perspectives required of lawyers across the spectrum of legal practices.

The Learning Environment

Duke law students come from all parts of the United States and, in significant numbers, from other parts of the world. Although about a tenth are graduates of Duke's Trinity College, the great majority of Duke law students have few prior contacts with the area. Most live in the apartments, townhouses, and renovated older homes within a few minutes of the school. As a result of these circumstances, Duke law students are more likely than others to find their social circles merging with their academic ones.

Admission to Duke Law School is highly competitive. In 1993, only two law schools admitted an entering class with a higher median Law School Admission Test (LSAT) score and most students graduated at or near the top of their undergraduate classes. Many students have earned advanced degrees in other fields and many have achieved distinction in non-academic pursuits as well, such as athletics, business, or community service. As one should expect from such a group, they are competitive and industrious. The Law Library receives intensive use by students throughout most weekends and a few students can be found there into the small hours of most nights.

At the same time, Duke Law School has a deserved reputation among applicants for maintaining a friendly and helpful environment for students with a less competitive atmosphere than is found at other top law schools. Several factors make this possible. First, Duke is smaller than most of its rivals. The school aims at an entering class of about 195. Several of the schools with which Duke competes are twice that size and some are three times as large. While size may offer some advantages, it also depersonalizes relationships among students and between faculty and students.

Second, the Duke law faculty is more accessible than most. In part, this accessibility reflects a curricular design which brings each first-year student into close contact with a member of the regular faculty through a small section in one course in their first year. These small sections offer students the opportunity to get to know at least one professor well and to support one another in their introduction to the law school experience. Many students continue to organize themselves throughout law school according to clusters formed around their first-year small sections.

Law faculty accessibility is also a mark of the ethic of the faculty that their profession is teaching and scholarship, not the practice of law. Duke faculty are excellent, dedicated teachers. In addition, professors tend to be in their offices on most days throughout the calendar year and have either regular office hours or very flexible "open-door" policies.

Another factor contributing to the somewhat less competitive atmosphere at Duke is the fact that Duke law graduates disperse more broadly upon graduation than do

those of most law schools, to about thirty to thirty-five states. As a result, few Duke students are in direct competition for the same first job, with the possible exception of the most highly competitive judicial clerkships. In addition, placement rates of Duke law students are very high; of the most recent graduating classes, 90 percent of students had jobs by the date of graduation and 96 percent were employed within six months. Approximately 20 percent of students begin their careers in judicial clerkships.

Despite the school's small size, there is an unusually large number of opportunities for upperclass students to participate in significant shared professional activities. The Law School publishes six journals, including the *Duke Law Journal*, *Law and Contemporary Problems*, the *Alaska Law Review*, the *Duke Journal of Comparative and International*, the *Duke Environmental Law and Policy Forum*, and the *Duke Journal of Gender Law and Policy*, giving Duke law students more opportunities for scholarly writing and editing activities than other law schools of its size. In addition to journal opportunities, there are also numerous opportunities for students to engage in professionally related activities. The Pro Bono Office at the Law School places over 200 students in activities in the public, private, and nonprofit sectors; some represent abused children as guardians ad litem; some prosecute cases in a district attorney's office and others represent prisoners, advise victims of domestic violence, or prepare wills for AIDS patients. There are also over two dozen students organizations and special interest groups at the Law School, which are described in greater detail in "Beyond the Curriculum" in this bulletin.

For all of these reasons, the environment of the Law School is distinctive. Duke law students compete vigorously but as friends and colleagues. While alienation and hostility are traits not unknown to Duke, they do seem to be less common and less intense than at most major national law schools.

Professionalization

In recent years, there has been growing concern in the legal profession and the public more generally about the adequacy of professional training of lawyers. Complaints have focused on (1) the inadequacy of legal skills, especially writing, negotiation and mediation, and oral persuasion, (2) the decline in ethical standards, and (3) the failure of legal education to keep pace with the changing demands of law practice, which is more international and which requires greater command of business, administrative agencies, and technology than in the past. Duke Law School is addressing these concerns in a variety of ways and on a variety of levels.

Legal Research and Writing and Lawyering Skills Programs. Duke's new year-long legal research and writing program for first-year law students is unsurpassed among the top law schools in this country. At most schools, these courses are taught by upperclass law students, recent law graduates, or practitioners who serve as adjunct instructors. At Duke, the research and writing course is taught by individuals with substantial past law practice experience who have moved into the teaching of legal writing as their primary professional commitment.

Duke's approach to teaching writing is relatively new to legal education. It combines an emphasis on the integration of legal analysis, writing, and research with a focus on how readers read a document and what techniques used by the writer will facilitate reader understanding of the writer's intentions. In their substantive courses, the students learn how to be creative in constructing a variety of interpretations of a given piece of prose; in their writing course, they learn how best to limit the number of interpretations of their prose that others will be able to make.

The workshop-style course requires students to produce writing for three of every four class meetings and involves extensive peer evaluation methods. Students learn to write for and with each other. Writing assignments range from file memos based on live client interviews to motion documents and appellate briefs. The small group work is supplemented by individual sessions with instructors and large group lectures on reader



expectation principles. Legal research skills are taught by members of the Law School's excellent library staff and are fully integrated with the legal writing instruction.

In the upperclass curriculum, Duke has developed a distinctive clinical program that emphasizes clinical training primarily through simulation. This program covers a wide variety of fields of legal study. Over half of Duke's law students take courses in negotiation and mediation and in trial practice. Practical, hands-on clinical training is also provided in courses in appellate practice, business planning, child advocacy, collective bargaining, entertainment law, estate planning, federal civil rights, forensic psychiatry, international arbitration, professional malpractice and professional responsibility. Some of these courses are taught by members of the regular faculty and some are taught by outstanding practitioners, several of whom come to us on an adjunct basis from leading law practices in Washington D.C. and New York City. Clinics, offering opportunities for advanced students to practice with local attorneys in the fields of civil and criminal litigation, are available to a limited number of students. Many students enroll in an appellate practice course, in which they receive one-on-one feedback on a written brief from a distinguished appellate judge. Finally, law students benefit from the presence at Duke of the Private Adjudication Center (PAC). This center is a non-profit corporation which undertakes research and education and provides alternative dispute resolution services to clients wishing to avoid the delays and costs of traditional litigation; most recently it has undertaken the processing of claims from the Dalkon Shield litigation. The PAC offers opportunities for some students to obtain direct practical experience in alternative dispute resolution as well as participation in the development of innovations in this important field.

Program in Ethics and the Legal Profession. In response to the growing ethical crisis which the legal profession is perceived to be facing, Duke has undertaken, with the support of the Keck Foundation, an innovative program in the teaching of legal ethics. All first year students take an intensive one-week course in legal ethics in January. This course is taught by regular members of the faculty and by distinguished federal judges with a demonstrated interest in this field. In addition to this required course, the Law School offers an array of electives focused on ethical issues in specific areas of practice which students might choose to enter. Thus far, upperclass courses have been added that address ethical issues in representing corporations, the government, individuals needing estate planning and family law representation, and parties in civil and criminal litigation. Courses are also offered in the history of the legal profession, judicial ethics, and professional malpractice. The Program in Ethics and the Legal Profession evidences the faculty's commitment to transmitting the highest standards in professional responsibility.

The International Dimension. No law school can ignore the impact on the legal profession of the current globalization of world markets, the growth in economic regional integration such as the European Union and the North American Free Trade Area, and the growing interdependence of individual countries facing common threats to the environment, international security, and political stability. The Law School at Duke has helped to lead the efforts of the wider university community to respond to these important developments.

The Law School's innovative approach to the preparation of its students for law practice in an increasingly international economic and political scene was evident when it became the first law school in the United States to offer American students the special opportunity to begin their legal studies in the summer in order to pursue a formal J.D./LL.M. joint-degree program in international and comparative law. This program attracts to Duke a significant number of students with a special interest in these fields, with close to one out of six members of each entering class enrolled as joint J.D./LL.M. students. Students in this program devote a substantial part of their first year to the study of foreign and international law, thus materially broadening their perspective on

the standard first-year law material. These same students go on to study in the Law School's four-week residential summer program in Brussels, Belgium or, beginning in the summer of 1995, in Hong Kong. The Summer Institute in Transnational Law in Brussels, sponsored by Duke and the Free University of Brussels (ULB) involves over eighty participants, approximately one-third of whom are from Duke with the remainder from more than fifteen countries throughout the world. The faculty comes from Duke Law School and from several foreign universities. The program provides its participants an opportunity to meet representatives of the European Commission, the European Court of Justice, NATO, SHAPE, and various private international law firms. The new program in Hong Kong, the Asia-America Institute in Transnational Law, has been developed in conjunction with the University of Hong Kong law faculty, along the same model as the Brussels program, and offers an alternative setting for joint degree students with special interests in Asia and the Pacific Rim. No other law school offers summer international programs of better overall scope, quality, faculty, and student participation.

The Law School's excellence and growing presence in the areas of comparative and international law is made possible by a superb core faculty. Several faculty members are from foreign countries and many others are leading experts in various fields with international and comparative dimensions, including comparative law, international business transactions, and comparative administrative law. New members of the faculty recently have been added in the fields of public international law, international trade and international environmental law. Duke law faculty have taught or lectured to international audiences in as many as forty countries in recent years.

Because of the Law School's strengths in the international law area, the school has attracted foreign faculty visitors from many countries. Regular ties have now been established with professors who are recurring visitors from Brussels, Tokyo and Beijing. In addition, recent years have brought visitors from Alberta, Berne, Cape Town, Copenhagen, Dalhousie, Exeter, Gujarat, Hamburg, Jerusalem, Kyoto, Monash, Munich, Munster, Oxford, Osaka Prefecture, Seoul, Shanghai, Sydney, and Tokyo. With such visits often comes the enrichment of the curriculum by specialized course offerings in the international and comparative law fields.

In addition to this influx of international faculty, Duke also has an international student population which is usually about 10 percent of the student body. In addition to international students admitted to the regular J.D. program, approximately forty-five lawyers are admitted each year to the program leading to the LL.M. (Master of Laws) degree, from countries as disparate as the People's Republic of China, Argentina, England, Iceland, Japan, Korea, Malaysia, Panama, Saudi Arabia, Poland, South Africa, Tanzania, Taiwan, Germany, Chile, and Denmark. A small number of the LL.M. graduates remain for a doctorate. Duke is unusual in the degree to which these students are integrated into the community of American students. Each foreign lawyer takes at least one course from the first-year curriculum, often in one of the smaller sections where social and professional interaction is most likely to occur. Most of their other courses are taken with American students as well. LL.M. students also serve as staff members of the *Duke Journal of Comparative and International Law* and are represented on the Duke Bar Association Executive Committee.

Interdisciplinary Studies. The Law School has a strong commitment to unifying its students' professional learning with the broadest dimensions of knowledge about human affairs and institutions. It recognizes the unfortunate impulse of some law students to exclude from their vision all learning save that for which they see immediate career impact and appreciates the fact that the best lawyers are ones who have had their minds opened to the wider implications and consequences of law. This recognition is supported strongly by the larger university's commitment to interdisciplinary studies. The Law School not only offers a rich curriculum that incorporates perspectives in economics, philosophy, literature, history, and technology, but also a joint degree pro-

gram with a number of Graduate School departments and professional schools that is as extensive as that of any other national law school. Through these programs, students can pursue two degrees at the same time and, through overlapping credit arrangements, in less time than both degrees together would ordinarily take. These joint degree programs attract students interested in preserving as professionals a life of the mind and in attaining a broader view of the discipline of law which may over the longer term enhance their professional judgment.

Over 25 percent of Duke law students pursue a degree at Duke in addition to the J.D. degree. Students pursuing an M.A. or M.S. degree participate with the joint J.D./LL.M. students in Duke's unique summer-entering program, through which students are able to begin their studies in June and complete two of the six major first-year courses by mid-August. These joint J.D./M.A. or M.S. students are then free to enrich their first-year Law School experience with courses in their other chosen field. For those seeking the J.D. and M.A. degrees in either English, history, philosophy, political science, forestry and environmental studies, economics, Romance studies, cultural anthropology, or public policy studies, or a M.S. degree in mechanical engineering, work toward both degrees can be completed within the remaining two academic years, with a slight overload during some semesters.

Students pursuing joint professional degrees in the Fuqua School of Business, the School of the Environment, or the Terry Sanford Institute of Public Policy begin their studies in the fall with the rest of the first-year class and obtain in four years both their J.D. degree and an M.B.A. (business), an M.E.M. (environment), or a M.P.P. (public policy). A few others pursue a longer joint J.D./M.D. program in law and medicine, or a J.D./Ph.D. program in political science. Students in these programs often begin their studies with career goals that require professional immersion in the two different professions. While the two degrees are not a guarantee of better job opportunities, law alumni in practice report the desirability of more exposure by students to other fields, and have been especially supportive of law student exposure to the world of business. Other joint degree programs are sometimes arranged on an individualized, ad hoc basis. Greater detail about these programs is set forth in "Degree Programs" in this bulletin.

The tremendous success of the joint degree programs at Duke is due, in part, to the extensive links between the faculty and other disciplines. The Duke law faculty has more joint appointments than any law faculty, and a number of professors from other departments and schools at Duke and from the University of North Carolina at Chapel Hill, North Carolina Central University, and North Carolina State University hold secondary joint appointments in the Law School. Disciplines represented by these secondary appointments include English, history, philosophy, political science, psychiatry, psychology, and religion. The group includes several senior persons of extraordinary attainment and national visibility whose presence substantially enriches the intellectual climate of the Law School. The joint professional degree programs are also facilitated by the physical proximity of all of the professional schools. The Fuqua School of Business and the Terry Sanford Institute of Public Policy are both next-door neighbors, and the School of the Environment is within a short walk of the Law School.

Library and Academic Computing. The Duke Law Library is one of the very best in the country. Its book collection of over 475,000 volumes is extraordinary, especially for a school of its size. Even more important in this new age of academic computing, the level of its electronic information sources, its computing services, and the professionalism of its staff are virtually unparalleled.

Recent computer and network upgrades enable students and lawyers to engage in the most sophisticated and comprehensive legal research available. A just-complete physical expansion of the law library has increased its size by fifty percent, substantially enlarging the study space and the number of computer workstations with network access available to students. Through the law library, access may be had to resources in other libraries at Duke and, through interlibrary loan requests, from other universities.

Finally, the library staff is well-trained, easily accessible, and extremely helpful to students. Visitors from other law schools and institutions often note the extraordinary quality of the library services available from Duke's law library staff.

The Faculty

The Duke Law School faculty is unquestionably its greatest asset. About the same size as the law schools at the universities of Chicago and Cornell, it is as wide-ranging and distinguished as any of its competitors. Duke law professors have been Rhodes, Marshall, and Fulbright Scholars, editors-in-chief of law journals, and clerks to federal appellate judges and Supreme Court justices. They bring to their teaching not only a love of teaching but significant practical experience in both public and private sectors as partners in prestigious law firms, legal services lawyers, public defenders, and government attorneys.

Because of its excellent faculty in the corporate law fields, Duke is particularly successful in attracting students with career interests in this area. It also has some of the finest faculty of any national law school in the fields of constitutional law and constitutional history, administrative law, and regulation including regulation of the environment, banks and the health industry, sports law, legal theory including feminist and critical race theory, and the process-related fields of criminal and civil procedure, litigation, and alternative dispute resolution. Its interdisciplinary faculty is extraordinary and includes world-class scholars in critical literary theory, moral philosophy, ethics, and history. A growing body of faculty in the fields of international and comparative law have given Duke prominence in these important fields as well.

Members of the current law faculty publish widely and with great distinction. Some have published award-winning books and treatises; Professor Donald Horowitz, for example, recently won the Ralph J. Bunche Prize of the American Political Science Association for his book on electoral reform in South Africa. Many faculty members have published articles in the best national law journals which are among the most cited works in their fields. Over half of the faculty have published textbooks in their areas of interest, including texts that lead their fields in environmental law, securities regulation, sports law, fiduciary obligations, First Amendment, gender and law, and federal criminal law. Members of the faculty also lecture widely, at other law schools, at national association meetings and conferences, and in international settings as diverse as Cape Town, Moscow, Budapest, Tokyo, London, Kuala Lumpur, Ottawa, Taipei, Warsaw, Taipei, and Helsinki. In recognition of their distinguished scholarship, members of the faculty have received prestigious fellowships from such organizations as the Guggenheim Foundation, the Rockefeller Foundation, the Carnegie Foundation, and the National Humanities Center, and have been invited to membership in such organizations as the American Academy of Arts and Sciences and the National Academy of Science. They also serve on editorial boards of such journals as the *American Journal of Comparative Law*, the *Journal of British Studies*, the *Journal of Democracy*, *Law and History Review*, *Law & Philosophy*, *Law Library Journal*, *Law and Contemporary Problems*, and *Psychology, Crime and Law*.

The Law School faculty is actively engaged in local, national, and international efforts to improve law and legal institutions and to effect changes in society. Scholars in professional schools, more so than their colleagues in the arts and sciences, have access to persons in government, the judiciary, business, religious and other important institutions in our society. This access provides them an opportunity to seek to apply their knowledge and research toward influencing legal change. The Duke Law School faculty is as active as any in the United States in the influence it exerts and the commitment it displays to public service. Several faculty members give testimony to and consult regularly with government agencies and departments on such topics as health care reform, reform of the Rules of Civil Procedure, national security issues, national service, the nomination of federal judges and Supreme Court justices, and banking regulation. Several have served as members or advisers to the Judicial Conference of the United

States, one of whom has served as reporter for the committee which advises the conference on changes in the Rules of Civil Procedure. Many are involved in work with the American Law Institute, on restatements of the law in various fields including the law governing lawyers, torts, and complex litigation; one faculty member currently serves as co-reporter on the ALI's Principles of the Law of Family Dissolution, and another faculty member, at the request of the ALI, has submitted a proposal for a new Restatement on Agency. Several members of the faculty are active in various consulting groups with the American Bar Association, including the ABA's Working Group on Lawyers' Representation of Regulated Clients, the ABA Section on Administrative Law and Regulatory Practice, and the Central and Eastern European Law Initiative. Some have participated on the North Carolina General Statutes Commission or been involved in other ways in state and local law reform projects. Other faculty members advise private and public clients on issues of constitutional law, intellectual property, international human rights, environmental policy, sex and race discrimination, and sports law.

Another important aspect of the law faculty's commitment to its students is the relationship it maintains with its alumni. Duke's law alumni are among the most dispersed group of any law alumni body. The Law School uses this fact to its advantage, gaining the help of its alumni to help recruit admissions candidates from throughout the country and the world and in providing placement counseling and assistance to its students. In an effort to maintain a sense of community and identity with the Law School and among its alumni, the Alumni Affairs Office coordinates and supports the activities of local law alumni associations. Forty-five such associations now exist, including six international groups (four in Europe, and one each in Tokyo and Taiwan). Alumni awareness of the progress and needs of the school is maintained through annual educational and social events attended by Law School representatives. This program, in addition to regularly scheduled reunions at the Law School and career advising panels put on by our alumni for our students, serves to continue the ties of alumni and school through the decades despite the distance.

Complementing the strengths of the regular faculty are the members of the extended faculty network on which the Law School draws to enrich its curriculum. This extended faculty includes the joint-appointment faculty whose primary intellectual interests are in other fields including history, English, religion, political science, psychology, and psychiatry; adjunct faculty members who add critical expertise and experience in specific practice areas, especially trial practice and alternative dispute resolution, estate planning, and business planning; distinguished judges who help teach courses in professional responsibility, legal ethics, and appellate practice; and international visitors who regularly teach courses in the international and comparative law fields. This network of ties makes Duke as thoroughly integrated in its intellectual life as any American law school.

What the collective presence of these secondary faculties manifests is the self-confidence of an institution reaching out to the legal profession, to other academic communities, and to the international legal world for the best that these constituencies have to offer to those engaged in the study and illumination of law. Together with the supportive student environment and a talented and dedicated regular faculty willing to innovate and respond to the changing needs of law practice, they provide a truly distinctive opportunity for the study of law.

Law Faculty



Presented here are faculty holding academic appointments in the Law School extending beyond one year.

Katharine Tiffany Bartlett, *Professor of Law*

B.A. 1968, Wheaton College; M.A. 1969, Harvard University; J.D. 1975, University of California, Berkeley. Professor Bartlett, formerly a secondary school teacher, commenced her legal career with a judicial clerkship in the Supreme Court of California. From 1976 to 1979, she worked as a staff attorney at the Legal Aid Society of Alameda County in Oakland, California, where she concentrated on major impact litigation in the areas of disability law and pension law reform. She began teaching at Duke in 1979. She has written extensively on various family law topics, and is coauthor of a family law casebook. She also specializes in gender issues and has written a casebook on gender and law and coedited a reader in feminist legal theory. She has held visiting appointments at UCLA and at Boston University. From 1993 to 1995, she served as senior associate dean for academic affairs. In 1994, she was appointed a coreporter for the American Law Institute's *Principles of Family Dissolution*.



Sara Sun Beale, *Professor of Law*

B.A. 1971, J.D. 1974, University of Michigan. A native of Toledo, Ohio, Professor Beale's experience includes a judicial clerkship on the United States Court of Appeals, as well as a year in private practice in Detroit, Michigan. In 1976 she joined the United States Department of Justice, where she served one year in the Office of Legal Counsel, and two years in the Office of the Solicitor General. She began her teaching career at Duke in 1979, and she has also taught at the University of Michigan. She is the coauthor of *Grand Jury Law and Practice* (1986) and *Federal Criminal Law* (2d ed. 1993). Her principal academic interests are in the field of criminal law and procedure.



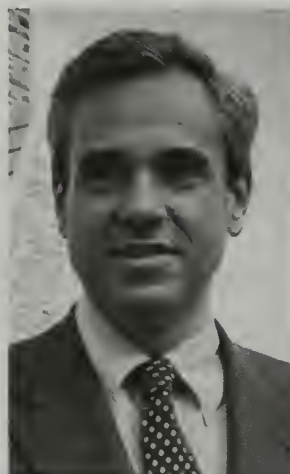
Herbert L. Bernstein, Professor of Law

LL.B. 1953, Dr. jur. 1962, Hamburg University, Germany; J.D. 1967, University of Michigan. A native of Germany, Professor Bernstein practiced as a junior lawyer until 1958 and as a regular member of the bar thereafter. Simultaneously, he was a research and teaching assistant at Hamburg University from 1956 to 1960. Since 1958 he has also been affiliated with the Max-Planck Institute of Foreign and Private International Law. He taught at the University of California from 1967 to 1971; then returned to Hamburg University as professor of law. After a previous visit, he came to Duke from Hamburg in 1984. His teaching includes contracts, comparative law, insurance, legal institutions, and international organizations. He is the author of numerous books and articles on diverse subjects in the fields of international law, conflict of laws, insurance, and business law.



H. Keith H. Brodie, James B. Duke Professor of Psychiatry and Professor of Law

A.B. 1961, Princeton University; M.D. 1965, Columbia University. Dr. Brodie served at hospitals in New Orleans and New York City before becoming a clinical associate with the National Institute of Mental Health in 1968. In 1970, he joined the medical faculty of Stanford University. He was given the William C. Menninger Award by the American College of Physicians in 1994. Dr. Brodie is a member of the Institute of Medicine of the National Academy of Sciences. He came to Duke in 1974 as professor and chairman of the Department of Psychiatry and director of Psychiatric Services at Duke University Medical Center. He has also served as president of the American Psychiatric Association. His book, *Modern Clinical Psychiatry*, published in 1982, has been translated into four languages. Recently, Dr. Brodie has served as chair of the Institute of Medicine Committee on Substance Abuse and Mental Health Issues in AIDS Research and co-editor of the Committee's report, *AIDS and Behavior: An Integrated Approach*, 1994. He was first appointed to the law faculty in 1982. He served as president of Duke University from 1985 to 1993.



Paul D. Carrington, Harry R. Chadwick, Sr. Professor of Law

B.A. 1952, University of Texas; LL.B. 1955, Harvard University. Professor Carrington is a native of Dallas, Texas. His professional experience includes a brief stint in private practice in Dallas and in a military law office, as well as occasional work for the American Civil Liberties Union and the American Association of University Professors. Since his teaching career began in 1957, he has taught at more than a dozen law schools, before serving as professor of law and dean at Duke from 1978 to 1988. He has been active in judicial law reform efforts, particularly in regard to appellate courts and procedure. He has published in the fields of civil procedure, education law, and legal education. From 1985 to 1992, he served as reporter for the Committee of the Judicial Conference of the United States which advises the Conference and the Supreme Court on changes in the Federal Rules of Civil Procedure. He teaches civil procedure.



George C. Christie, James B. Duke Professor of Law

A.B. 1955, J.D. 1957, Columbia University; S.J.D. 1966, Harvard University. A native of New York City, Professor Christie was editor-in-chief of the *Columbia Law Review*. He commenced his legal career with private practice in Washington, D.C. In 1960-61, he was a Ford Fellow at Harvard Law School; and in 1961-62, he was a Fulbright Scholar at Cambridge University, where he earned a Diploma in International Law. He then joined the law faculty of the University of Minnesota, where he taught for almost four years. In 1966, he returned to Washington to serve as Assistant General Counsel for the Near East and South Asia of the Agency for International Development before coming in 1967 to Duke. His chief academic interests are in the areas of torts and jurisprudence, in both of which he has published widely. He is the editor of a casebook in jurisprudence published in 1973, and now in its second edition, and one on torts first published in 1983, and also now in its second edition. His monograph, *Law, Norms and Authority*, was published in 1982. He has been a visiting professor at Northwestern University, George Washington University, the Universities of Michigan, Florida, Otago in New Zealand, Witwatersrand in South Africa, and Fudan University in Shanghai, and a fellow of the National Humanities Center. He is a member of the Board of Editors of *Law and Philosophy*.



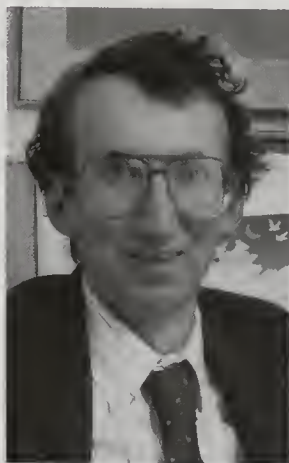
Amy L. Chua, Associate Professor of Law

A.B. 1984, J.D. 1987, Harvard University. Professor Chua was executive editor of the *Harvard Law Review* and after graduation clerked for Judge Patricia Wald of the United States Court of Appeals. From 1988 to 1993 she was an associate for a large New York City law firm, working on securities transactions throughout Asia, Latin America and Europe. Professor Chua's current academic interests relate to the link between markets and ethnicity in developing countries. She teaches in the areas of contracts and international business transactions.



James D. Cox, Professor of Law

B.S. 1966, Arizona State University; J.D. 1969, University of California, Hastings College of the Law; LL.M. 1971, Harvard University. Professor Cox is a native of Ellinwood, Kansas. He entered law teaching as a teaching fellow at Boston University, and has since taught at the University of San Francisco, Stanford University, and the University of California, Hastings College of the Law, before coming to Duke in 1979. He has focused his writing and teaching in the areas of corporate and securities law. Professor Cox is the author of a book on the utilization of financial information in the regulation of public corporations, a treatise on corporate law, and a casebook on securities regulations published in 1991. He spent the spring semester of 1989 as a Senior Fulbright Research Fellow at the University of Sydney.



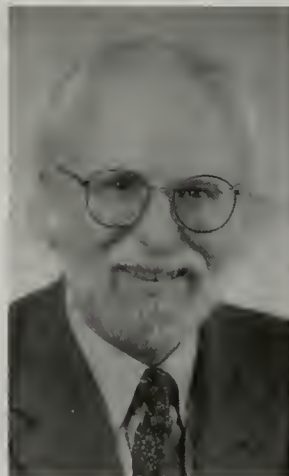
Jerome M. Culp, Jr., Professor of Law

A.B. 1972, University of Chicago; A.M. 1974, J.D. 1978, Harvard University. Professor Culp is a native of Clarksville, Pennsylvania. While in law school he served as senior editor of the *Harvard Civil Rights-Civil Liberties Law Review*. His experience includes a research fellowship with the Rockefeller Foundation and a judicial clerkship in the U.S. Court of Appeals. He came to Duke from Rutgers in 1985, and in 1987 was a Distinguished Scholar at the Joint Center for Political Studies in Washington, D.C. He has also taught at the University of Michigan. His principal work to date is in the area of employment discrimination and economic analysis of law. He teaches torts, labor law, employment discrimination, and a seminar on black legal scholarship. In 1991-92, he was on sabbatical leave, in residence at New York University and as John M. Olin Fellow in Law and Economics at the University of California at Berkeley.



Richard A. Danner, Research Professor of Law

B.A. 1969, M.S. 1975, J.D. 1979, University of Wisconsin-Madison. Professor Danner is a native of Wisconsin, who served as environmental law librarian at the University of Wisconsin-Madison, prior to coming to Duke as associate law librarian in 1979. He became director of the Law Library in 1981 and associate dean for library and computing services in 1993. He teaches a seminar in legislation, as well as legal research and writing. He has published articles in journals of law, law librarianship, and library science. He has published two books, *Legal Research in Wisconsin* (1980) and *Strategic Planning: A Law Library Management Tool* (1991) and is the coeditor of *Introduction to Foreign Legal Systems* (1994). From 1984-94, he was editor of the American Association of Law Libraries' *Law Library Journal*. He is active in the affairs of AALL, the ABA Section on Legal Education and Admission to the Bar, AALS, and has served as president of the southeastern chapter of AALL (1985-86) and president of the AALL (1989-90).



Walter E. Dellinger III, Professor of Law

A.B. 1963, University of North Carolina; LL.B. 1966, Yale University. Professor Dellinger is a native of Charlotte, North Carolina. He taught political and civil rights at the University of Mississippi from 1966 to 1968. In 1968-69, he served as a judicial clerk in the Supreme Court of the United States. He joined the Duke law faculty in 1969, serving as associate dean from 1974 to 1976 and as acting dean from 1976 to 1978. He has also taught at the University of Southern California, the University of Michigan, and the Catholic University of Leuven, Belgium. He teaches constitutional law and history, and in 1988-89 was a fellow of the National Humanities Center. Beginning in 1993, he is on leave of absence as assistant attorney general at the Department of Justice.



Deborah A. DeMott, Professor of Law

B.A. 1970, Swarthmore College; J.D. 1973, New York University. Professor DeMott spent her early years in DuBois, Pennsylvania. She served as articles editor of the *New York University Law Review*. She began her professional career with a judicial clerkship in a federal court in New York City, and later practiced with a large law firm in that city, until she joined the Duke law faculty in 1975. In 1989, she received the Scholar/Teacher of the Year Award from Duke University. She has also taught at the Universities of Melbourne, Texas, Colorado, San Diego, the Hastings College of Law of the University of California, and at Osgoode Hall Law School, York University, Toronto. In 1986 she was a Fulbright Senior Scholar at Sydney and Monash Universities in Australia. She is a member of the North Carolina General Statutes Commission. She is the author of a treatise, *Shareholder Derivative Actions*, published in 1987 and a casebook, *Fiduciary Obligation, Agency and Partnership*, published in 1991. Her other writing concerns corporate law, takeovers and acquisitions, and fiduciary obligation. Professor DeMott will be on leave of absence during spring 1996 to serve as the Huber C. Hurst Eminent Scholar at the University of Florida College of Law.



Robinson O. Everett, Professor of Law

A.B. 1947, J.D. 1950, Harvard University; LL.M. 1959, Duke University. Professor Everett is a native of Durham, North Carolina. He served for several years as a legal officer in the Air Force and as a commissioner of the United States Court of Military Appeals. He returned to Durham to enter a general practice, which he continued until 1980 when he ascended to the bench of the United States Court of Military Appeals as chief judge. In September 1990, he retired from this position to become a senior judge of the Court and resume full-time teaching. From 1961 to 1964, he served as counsel to the Subcommittee on Constitutional Rights of the United States Senate Judiciary Committee. He has been active in the affairs of the North Carolina Bar, the American Bar Association, and of the community of Durham. He has long served as a commissioner on Uniform State Laws, is a life member of the American Law Institute, and has been active in various law reform efforts. He has published on many legal topics, most notably military justice and criminal procedure. His teaching at Duke began as early as 1950. He was elected to regular membership on the faculty in 1967. In 1993 he founded the Center on Law, Ethics, and National Security at the Law School.



Karla Fischer, Assistant Professor of Psychology and Assistant Professor of Law

B.S. 1985, Lewis and Clark College; M.A. 1987, J.D. 1992, Ph.D. 1992, University of Illinois. Professor Fischer joined the Duke University psychology faculty in 1992 and accepted a joint appointment with the Law School in 1993. Her major interests are in the psychological effects of individual participation in the legal system, victimology, as well as gender and social policy.



Peter G. Fish, Professor of Political Science and Professor of Law

A.B. 1960, Princeton University; A.M. 1965, Ph.D. 1968, The Johns Hopkins University. Professor Fish has served as guest scholar at the Brookings Institution and taught at Oberlin and Princeton before coming to Duke in 1969. He is author of *The Politics of Federal Judicial Administration* (1973) and *The Office of the Chief Justice* (1984). From 1977-79 Professor Fish served as a lay member of the United States Circuit Judge Nomination Commission, Panel for the Fourth Circuit. He teaches a seminar on the development of the United States Courts of the Fourth Circuit: 1789-1958.



Stanley E. Fish, Professor of English and Professor of Law

B.A. 1959, University of Pennsylvania; M.A. 1960, Ph.D. 1962, Yale University. Professor Fish taught at the University of California, the University of Southern California, and The Johns Hopkins University before coming to Duke in 1985. His principal field has been the study of Milton; this interest evolved to produce important work on literary theory and his widely noted books, *Is There A Text in This Class?*, *Doing What Comes Naturally*, and *There's No Such Thing as Free Speech; and It's a Good Thing, Too*. He has contributed to the application of literary theory to law and has written for legal publications. He teaches a seminar on interpretive theory which is presented to students of the humanities as well as law, and has also co-taught the class in contracts. In the past three years he has developed a new course in the relationship of liberalism to First Amendment jurisprudence. His most recent book is *Professional Correctness: Literary Studies and Political Change* (1995). In 1994, Professor Fish assumed duties as the executive director of the Duke University Press and associate vice-provost.



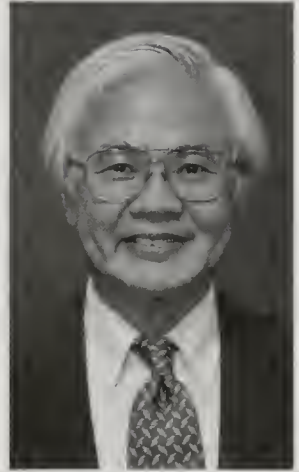
Joel L. Fleishman, Professor of Law and Public Policy Sciences

A.B. 1955, J.D. 1959, M.A. (Drama) 1959, University of North Carolina; LL.M. 1960, Yale University. Professor Fleishman is a native of Fayetteville, North Carolina. He began his career in 1960 as assistant to the director of the Walter E. Meyer Research Institute of Law at Yale. From 1961 to 1965, he served as legal assistant to the governor of North Carolina. He then returned to Yale, first as director of the Yale Summer High School, and then as associate provost for Urban Studies and Programs. In 1969, he became associate chairman of the Center for the Study of the City and Its Environment and associate director of the Institute of Social Science at Yale. In 1971, he came to Duke as a member of the law faculty and as director of the Institute of Policy Sciences and Public Affairs. In addition to his appointments as professor of law and public policy, he also serves as director of the Heyman Center for Ethics, Public Policy and the Professions in the Terry Sanford Institute of Public Policy. His principle writings deal with legal regulation and financing of political activities, and he hopes soon to complete a book on ethics in politics.



Koichiro Fujikura, Adjunct Professor of Law

B.A. 1957, Doshisha University; B.A. 1961, Amherst College; LL.M. 1962, Northwestern University; LL.M. 1963, Harvard University. Professor Fujikura returned to Japan after his four years of study in the United States, where he joined the faculty of Doshisha, serving as dean of the law faculty there before moving to the University of Tokyo in 1981; he is currently professor of law at Waseda University in Tokyo. He has also taught at California, Harvard, and Michigan. Among his writings is a book published in English, *Environmental Law in Japan* (1981). He visits Duke in alternate years to teach Japanese Environmental Law and Legal Systems.



Pamela B. Gann, Professor of Law

B.A. 1970, University of North Carolina; J.D. 1973, Duke University. A native of Monroe, North Carolina, Professor Gann was articles editor of the *Duke Law Journal*. She practiced with private firms in Atlanta and Charlotte before returning to Duke to teach in 1975. She has also taught at Washington University and the Universities of Michigan, Virginia, Colorado, and San Diego. She is the coeditor of a 1989 casebook on corporate taxation. Her writing is primarily in the areas of taxation and international investment. In 1984, her work was supported by the Council on Foreign Relations, of which she is now a member. She began service as dean of the Law School in 1988.



Xi-Qing Gao, Adjunct Professor of Law

B.A. 1978, LL.M. 1981, University of International Business and Economics; J.D. 1986, Duke University. Professor Gao is a native of Xian, People's Republic of China. He was a lecturer of international trade law in the Beijing Institute of Foreign Trade before coming to the United States in 1982 to work for an American law firm. After graduating from Duke Law School in 1986, he was an associate for a large New York City law firm, before returning to China in 1988 to develop a securities market. He is now the general counsel and director of public offerings of the China Securities Regulatory Commission and a professor of law at the University of International Business and Economics. He publishes in the areas of Chinese securities law, banking, and antitrust, and is a member of various international arbitration associations. Professor Gao returns to the Law School each year to teach a course on international business transactions with China and Chinese securities law.



Martin P. Golding, Professor of Philosophy and Professor of Law

B.A. 1949, M.A. 1952, University of California, Los Angeles; Ph.D. 1959, Columbia University. A native of New York City, Professor Golding taught at Columbia University from 1957 to 1970 and at the John Jay College of Criminal Justice of the City University of New York from 1970 to 1976 before coming to Duke in 1976 as professor and chairman of the Department of Philosophy, where he remains as professor. He has also taught at New York University, Bar-Ilan University in Israel, and the Universities of California (both Berkeley and Los Angeles), Southern California, and Colorado. His writing includes three books, *The Nature of Law* (1966), *Philosophy of Law* (1975; Japanese translation 1985; Chinese translation 1988), and *Legal Reasoning* (1984), and numerous articles on jurisprudence and ethics. He is the editor of *Jewish Law and Legal Theory* (1994). Professor Golding was Senior Visiting Fulbright Lecturer in Australia and has been a fellow of the National Humanities Center.



Paul H. Haagen, Professor of Law

B.A. 1972, Haverford College; B.A. 1974, M.A. 1976, Oxford; M.A. 1976, Ph.D. 1986, Princeton; J.D. 1982, Yale. Professor Haagen was born in Lancaster, Pennsylvania and raised in Connecticut. After graduating from college, he studied history first at Oxford as a Rhodes Scholar, and later at Princeton, where he also taught. In law school, he was an editor of *Yale Studies in World Public Order* and editor-in-chief of the *Yale Law and Policy Review*. Since law school, he has clerked on the United States Court of Appeals and then practiced law in Philadelphia for two years before coming to Duke in 1985. His principal academic interests are legal history and international law. He was senior associate dean for academic affairs from 1991 to 1993.



Guy Haarscher, Adjunct Professor of Law

J.D. 1971; Ph.D. 1977, Université Libre de Bruxelles. Professor Haarscher is a native of Brussels and has always lived and worked in that city. He is ordinary professor of philosophy and law and director of the Institute for Philosophy and the Center for the Philosophy of Law at his university. He is secretary general of the Chaim Perelman Foundation and the vice-dean of the faculty of humanities at the ULB. He was a visiting fellow at the Australian National University, and teaches at the Central European University in Budapest and at the European Academy for the Theory of Law in Brussels. He has lectured in various universities, particularly in the United States, and attended many congresses and symposia around the world. Professor Haarscher is the author of several books including: *L'Ontologie de Marx* (1980), *Egalité et Politique* (1982), *Philosophie des Droits de l'Homme* (1987, 4th edition 1994), and *La Raison du plus Fort* (1988). He received the prize of the Belgian Academy in 1981 for his book on Marx and the prize of the French Speaking Community of Belgium in 1989 for his book on human rights. He has written many articles on topics related to political philosophy, philosophy of law and general contemporary philosophy. At Duke, he teaches a course on law and political philosophy in alternating years.



Stanley Hauerwas, Gilbert T. Rowe Professor of Legal Ethics and Professor of Law

B.A. 1962, Southwestern University; B.D. 1965, M.A., M.Phil., Ph.D. 1968, Yale University. Prior to coming to Duke Divinity School in 1984, Professor Hauerwas taught at Augustana College from 1968 to 1970 and at the University of Notre Dame from 1970 to 1984. While at Notre Dame he was a visiting professor at a number of other American universities. At Duke, Professor Hauerwas is a professor in the Divinity School. He began his association with the Law School in 1988. His primary research interests are in the field of ethics, and his most recent books are *Unleashing the Scripture: Freeing the Bible from Captivity to America* (1993) and *Dispatches from the Front: Theological Engagement with the Secular* (1994).



Clark C. Havighurst, William Neal Reynolds Professor of Law

A.B. 1955, Princeton University; J.D. 1958, Northwestern University. Professor Havighurst is a native of Evanston, Illinois. He spent two years in military service, one year as a research associate at Duke, and three years in private law practice in New York City before beginning his teaching career at Duke in 1964. Professor Havighurst was for five years the editor of *Law and Contemporary Problems*. In addition to teaching antitrust law, he has a special academic interest in the field of health care law and in national health policy. His book, *Deregulating the Health Care Industry*, was published in 1982, and his casebook, *Health Care Law and Policy*, appeared in 1988. A new book, *Health Care Choices: Private Contracts as Instruments of Health Reform*, was published in 1995. Professor Havighurst has served as scholar in residence at, and is a member of, the Institute of Medicine of the National Academy of Sciences. He has also been a resident consultant to the Federal Trade Commission and to the law firm of Epstein, Becker & Green, both in Washington, D.C., and is an adjunct scholar of the American Enterprise Institute. He has also taught at Stanford, Northwestern, Michigan, and William and Mary.



Cynthia B. Herrup, Professor of History and Professor of Law

B.S.J. 1972, Northwestern University; M.A. 1975, Loyola University (Chicago); Ph.D. 1982, Northwestern University. Professor Herrup is a native of Miami, Florida. Prior to coming to the Department of History at Duke in 1984, Professor Herrup taught for three years at the University of Michigan. From 1985 to 1988, she had a concurrent appointment at Duke Law School as lecturer in legal history, teaching courses in the history of English criminal law. Her 1985 essay, "Law and Morality in Seventeenth-Century England" won the Walter D. Love prize of the North American Conference on British Studies. In 1987, Cambridge University Press published her book, *The Common Peace? Participation and the Criminal Law in Seventeenth-Century England*. In 1988, Professor Herrup was appointed associate professor of history and law in the Law School. From 1988-91 she was on the board of directors of the American Society for Legal History. Since 1993, she has been on the editorial board of *Law & History Review*. She has held fellowships from the American Association of University Women, Fulbright-Hays, the National Endowment for the Humanities, and the John Simon Guggenheim Memorial Foundation. Her principal research interests are in the area of criminal law in preindustrial societies and the social and intellectual history of ideas of crime and punishment. She teaches history of English criminal law.



Donald L. Horowitz, James B. Duke Professor of Law and Political Science

A.B. 1959, LL.B. 1961, Syracuse University; LL.M. 1962, M.A. 1965, Ph.D. 1967, Harvard University. Professor Horowitz began his career as a law clerk in the United States District Court. With the exception of a stint as a government lawyer before joining Duke, he was engaged in research at the Harvard Center for International Affairs, the Woodrow Wilson Center, the Brookings Institution, and the Smithsonian Institution. A recipient of a Guggenheim fellowship, Professor Horowitz has published *The Jurocracy*, a book about government lawyers, *The Courts and Social Policy*, for which he was awarded the Louis Brownlow Prize of the National Academy of Public Administration in 1977, and *Ethnic Groups in Conflict* (1985). Professor Horowitz came to Duke in 1981 and has served as a fellow of the National Humanities Center, a visiting fellow at Wolfson College, Cambridge, and a visiting professor at the University of Chicago Law School. His most recent book is *A Democratic South Africa? Constitutional Engineering in a Divided Society* (1991), which won the 1992 Ralph J. Bunche Prize for the best book in ethnic and cultural pluralism. In 1993, Professor Horowitz was elected a fellow of the American Academy of Arts and Sciences. His most recent work is on Islamic law and the theory of legal change.



Trina Jones, Assistant Professor of Law

B.A. 1988, Cornell University; J.D. 1991, University of Michigan. Professor Jones is a native of Rock Hill, South Carolina. During law school, she served as articles editor for the *Michigan Law Review*. From 1991 to 1995, she was an associate in a large Washington, D.C. law firm, working in general litigation. Professor Jones is primarily interested in race and gender issues. She joins the faculty in 1995, and will teach civil procedure and employment discrimination.



Benedict W. Kingsbury, Professor of Law

LL.B. 1981, University of Canterbury; M.Phil. (International Relations) 1984, D.Phil. (Law) 1990, Oxford University. Professor Kingsbury was raised in New Zealand, where he qualified as a barrister and solicitor. After three years as a Rhodes Scholar at Balliol College, Oxford, he began his career as a research fellow in law at Oxford, where he became a permanent member of the law faculty in 1990. He was a visiting professor at Duke in 1992, and moved to Duke full-time in 1993. He has a continuing association with the Oxford Law Faculty as a visiting senior research fellow, and was awarded a research fellowship by NYU Law School in 1995. He has also been a visiting professor at Cornell Law School and the University of Padua. Professor Kingsbury's research and teaching interests are in the areas of public international law, international human rights, international environmental law, and international organizations. He has edited and contributed to *United Nations, Divided World* (1988, 2d ed. 1993), *Hugo Grotius and International Relations* (1990), and *The International Politics of the Environment* (1992). He provides international law advice to various environmental and human rights groups.



David L. Lange, *Professor of Law*

B.S. 1960, LL.B. 1964, University of Illinois. Professor Lange practiced law with a Chicago firm that included media enterprises among its clients. He has also had substantial professional experience in radio, television, cable, and motion picture production, and has served as a member of the Governing Committee of the ABA Forum on the Entertainment and Sports Industries. He joined the Duke law faculty in 1971, where he has since served as general editor of *Law and Contemporary Problems* and as chairman of the Center for the Study of Communications Policy. His principal academic interests lie in the areas of intellectual property, entertainment, and communications law. He is also of counsel to a law firm with an emphasis in these areas of practice.



William E. Leuchtenburg, *Adjunct Professor of Legal History*

B.A. 1943, Cornell University; M.A. 1944, Ph.D. 1951, Columbia University. Professor Leuchtenburg holds the Kenan Chair in History at the University of North Carolina and previously held the DeWitt Clinton Chair at Columbia. He has also taught at Smith, Harvard, New York University, and Oxford University, and previously at the Law School. He has been president of the Organization of American Historians and the Society of American Historians, and has recently served as president of the American Historical Association. His field is modern American history with emphasis on the Roosevelt era; his latest books are on the impact of the legacy of Franklin Roosevelt on American presidents from Truman to Clinton, and on the Supreme Court in the age of Roosevelt. He teaches in the area of constitutional history.



Percy R. Luney, Jr., *Adjunct Professor of Law*

A.B. 1970, Hamilton College; J.D. 1974, Harvard University. Professor Luney devoted a year of study to economic geology in the sub-Sahara as a Thomas J. Watson Fellow and taught that subject for a year at Cornell after completing law school. He thereafter practiced law in the Department of the Interior and with a private firm practicing primarily in the land and resource development area. In 1980, he joined the law faculty of North Carolina Central University, where he now serves as dean. He has been a fellow of the North Carolina Japan Center, and was a visiting scholar at the University of Tokyo in 1983, 1986 (as a Fulbright Scholar), and 1990. He was a Fulbright Lecturer on the Kobe University Faculty of Law in 1991-92. At Duke, he teaches in the area of Japanese law.



Thomas B. Metzloff, *Professor of Law*

B.A. 1976, Yale College; J.D. 1979, Harvard University. Professor Metzloff is a native of Buffalo, New York. He began his professional career with a judicial clerkship on the United States Court of Appeals, followed by a clerkship with the Supreme Court of the United States. He then practiced with a private firm in Atlanta before accepting a position at Duke in 1985. He teaches civil procedure and dispute resolution, as well as courses on professional responsibility and professional liability. He also serves as director of the Private Adjudication Center's Medical Malpractice Research Project.



Madeline Morris, *Professor of Law*

B.A. 1986, J.D., 1989, Yale University. A native of New York, Professor Morris commenced her legal career with a clerkship for Judge John Minor Wisdom of the United States Court of Appeals for the Fifth Circuit. She joined the Duke faculty in 1990, and teaches criminal law, employment discrimination, feminist legal theory, and a seminar on violence in media.



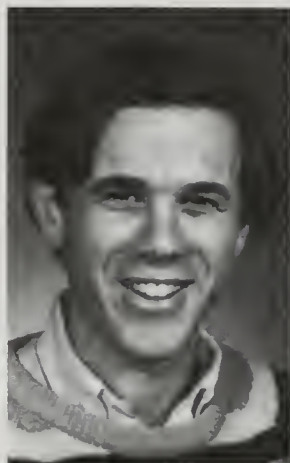
Robert P. Mosteller, *Professor of Law*

B.A. 1970, University of North Carolina at Chapel Hill; J.D. 1975, Yale University; M.P.P. 1975, Harvard University. Professor Mosteller is a native of Vale, North Carolina. After serving as a judicial clerk in the Fourth Circuit, he joined the District of Columbia Public Defender Service. During seven years with the Public Defender Service, he was director of training and chief of the trial division. Professor Mosteller came to Duke in 1983, and is the coauthor of a casebook, a problem book, and a treatise on evidence. He teaches criminal procedure, evidence, and related seminars.



Jonathan K. Ocko, *Adjunct Professor of Legal History*

B.A. 1966, Trinity College; M.Phil. 1971, M.A. 1972, Ph.D. 1975, Yale University. A native of New York City, Professor Ocko taught at Clark University and Wellesley College before joining the faculty of North Carolina State University in 1977. He has been a fellow at Harvard Law School and the National Humanities Center and also held fellowships from the Rockefeller, Chiang Ching-kuo, and Luce Foundations. Since publishing *Bureaucratic Reform in Provincial China* in 1983, his research and publications have focused on Chinese legal history and contemporary Chinese civil law. His present work deals with traditional concepts of justice, mediation in Chinese culture, and the concept of contract in Chinese economic culture. In 1983, he was appointed to a part-time professorial position in the Law School.



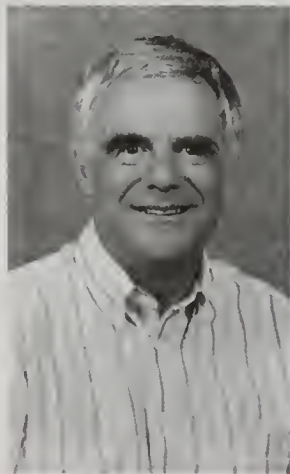
H. Jefferson Powell, *Professor of Law and Divinity*

B.A. 1975, University of Wales; M.Div. 1979, J.D. 1982, Yale University; A.M. 1977, Ph.D. 1991, Duke University. A native of Reidsville, North Carolina, Professor Powell clerked for the Honorable Sam J. Ervin III of the Fourth Circuit. He began teaching at the University of Iowa in 1984 and returned to Duke in 1987 to complete his doctorate in theological ethics. In the fall of 1989, Professor Powell joined the permanent faculty of the Law and Divinity Schools. At the Law School, he teaches contracts and constitutional history. From 1991-93 he was special counsel to the attorney general of North Carolina and from 1993-94 he was a deputy assistant attorney general in the U.S. Department of Justice.



William A. Reppy, Jr., *Charles L.B. Lowndes Professor of Law*

A.B. 1963, J.D. 1966, Stanford University. Professor Reppy is a native of Oxnard, California. He commenced his professional career with two judicial clerkships—one in the Supreme Court of California, followed by another in the Supreme Court of the United States. He then practiced law for three years with a private firm in Los Angeles, until joining the Duke law faculty in 1971. He has also taught at the Universities of California, Michigan, Washington, and North Carolina. His principal scholarly work is in the areas of marital property rights and conflict of laws. He is a frequent consultant to the California Law Revision Commission on community property and succession law. He does pro bono legal work for the humane and animal rights movements.



Thomas D. Rowe, Jr., *Professor of Law*

B.A. 1964, Yale University; M.Phil. 1967, Oxford University; J.D. 1970, Harvard University. A native of Ann Arbor, Michigan, Professor Rowe achieved preeminent academic records both as an undergraduate and as a law student; in the interim, he was also a Rhodes Scholar. He commenced his professional career as a law clerk in the Supreme Court of the United States. He served for one and one-half years as assistant counsel to a subcommittee of the U.S. Senate Judiciary Committee and then practiced law with a private firm in Washington, D.C. He joined the Duke law faculty in 1975 and served as associate dean from 1981 to 1984. He has also taught at Georgetown, Michigan, and Virginia, and on leaves from Duke has served with the U.S. Department of Justice in Washington and worked as an attorney with a private firm in Los Angeles. He has written in the fields of civil procedure, complex litigation, judicial remedies, and constitutional law. He is serving in 1995-96 as senior associate dean for academic affairs.



Richard L. Schmalbeck, *Professor of Law*

B.A. 1970, J.D. 1975, University of Chicago. A native of Chicago, Professor Schmalbeck was associate editor of the *University of Chicago Law Review*. After brief service as special assistant to the associate director of the Office of Management and Budget, he practiced law with a firm in Washington, D.C., specializing in federal tax law. He began his teaching career at Duke in 1980, where his focus is on the fields of federal taxation and law and economics. He has been a visiting professor at the University of Michigan and Northwestern University, and served as dean of the College of Law of the University of Illinois from 1990 to 1993.



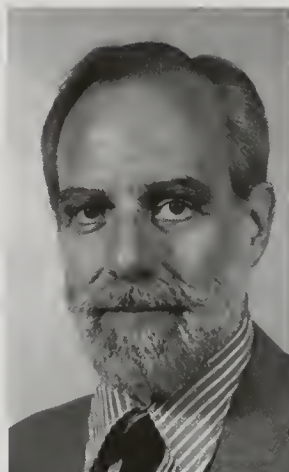
Christopher H. Schroeder, *Professor of Law and Public Policy*

B.A. 1968, Princeton University; M.Div. 1971, Yale University, J.D. 1974, University of California. Professor Schroeder is a native of Saginaw, Michigan. He served as editor-in-chief of the *California Law Review*. He practiced law with a San Francisco firm for two years before organizing a smaller firm in that city, where he engaged in environmental litigation in addition to a general litigation practice. He joined the Duke law faculty in 1979, and has also taught at UCLA and Boston University. He teaches in the fields of environmental law, property, administrative law, and the Congress. During the fall 1992 semester, he was on leave serving as acting chief counsel of the U.S. Senate Judiciary Committee.



Melvin G. Shimm, *Professor of Law*

A.B. 1947, Columbia University; LL.B. 1950, Yale University. Professor Shimm is a native of New York City and served three years with the Army. He practiced law privately in New York City from 1950 to 1951 and as an attorney for the Wage Stabilization Board in Washington, D.C., from 1951 to 1952 before entering law teaching as a Bigelow Fellow at the University of Chicago from 1952 to 1953. He has been at Duke since 1953, serving as associate dean from 1978 to 1983. He has also taught at New York University and the Universities of Southern California, North Carolina, Michigan, and Texas. He has been heavily invested in the Law School's publication program, editing *Law and Contemporary Problems*, the *Journal of Legal Education*, and the American sections of the *Business Law Review* and the *Journal of Business Law*; and organizing and serving first as faculty editor and then as faculty adviser of the *Duke Law Journal*. He has also served as senior consultant with The Brookings Institution, as director of the Association of American Law Schools' Orientation Program in American Law, as director of the Duke University Institute in Transnational Law, and as a member of the North Carolina General Statutes Commission. His teaching interests lie primarily in the bankruptcy and commercial law areas.



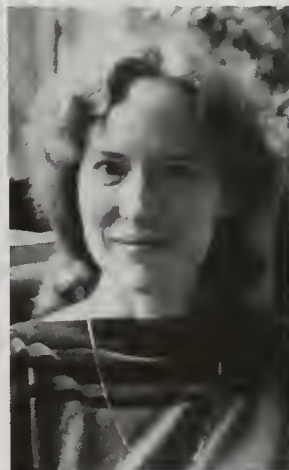
Martin J. Stone, *Associate Professor of Law and Associate Professor of Philosophy*

B.A. 1982, Brandeis University; J.D. 1985, Yale University; B.Phil. 1988, Oxford University. Professor Stone began his undergraduate education at the University of California, Berkeley, transferring to Brandeis after two years. Following completion of his J.D. in 1985, Professor Stone was a Marshall Scholar at Balliol College, Oxford University where he completed the B.Phil. in philosophy in 1988. At Oxford his research interests centered on Wittgenstein, philosophical logic, and political philosophy. His teaching interests include tort law and philosophy of law.



Laura S. Underkuffler, *Associate Professor of Law*

B.A. 1974, Carleton College; J.D. 1978, William Mitchell College of Law; LL.M. 1987, J.S.D. 1994, Yale Law School. A native of New Jersey, Professor Underkuffler began her legal career with a clerkship in the Eighth Circuit Court of Appeals. She practiced law for six years with a large Minneapolis litigation firm, where she was head of the appellate department from 1983-85. In 1983, she was appointed to the Advisory Committee for the Eighth Circuit Court of Appeals where she served until 1986. She was an attorney with the Minnesota State Public Defender's office for one year, before returning to Yale for graduate study in 1986. At Yale, she was assistant to the dean, research fellow, and tutor in law. Her teaching interests include property, federal courts, and the administration of criminal justice. She served as special counsel in the U.S. Senate in 1991-92, and was a fellow at the Woodrow Wilson International Center for Scholars in 1993.



William W. Van Alstyne, William R. Perkins and Thomas C. Perkins Professor of Law

B.A. 1955, University of Southern California; J.D. 1958, Stanford University; LL.D. (Hon.) 1976, Wake Forest University; LL.D. (Hon.) 1979, College of William and Mary. A native of California, Professor Van Alstyne was professionally employed first by the California Department of Justice and then by the United States Department of Justice. He began his teaching career at Ohio State University in 1959, coming to Duke in 1965. He has taught at a number of other law schools, including Stanford, the University of California (at Berkeley and at Los Angeles), the Universities of Chicago, Illinois, and Pennsylvania, and in Europe, China, Japan, and Latin America. He studied at the Hague Academy of International Law in 1961 and was a senior fellow at Yale in 1964-65. He has been especially active in the American Association of University Professors, serving as president in 1975-76. He is known for his writing and his speaking on the subject of constitutional law, appearing regularly in House and Senate proceedings and in briefs for the U.S. Supreme Court.



Neil Vidmar, Professor of Social Science and Law and Professor of Psychology: Social and Health Sciences

A.B. 1962, MacMurray College; M.A. 1965, Ph.D. 1967, University of Illinois. Professor Vidmar was raised and educated in Illinois, but moved to Canada in 1967, after completing his graduate work. He taught in the Department of Psychology and the School of Law at the University of Western Ontario until joining the Duke Law faculty in 1989. He has also been engaged in research or teaching during leaves at Yale Law School, the Battelle Seattle Research Center, and Osgoode Hall Law School. He is a former trustee and treasurer of the Law and Society Association. He serves on the editorial boards of a number of law and society publications and as a consultant to legal, scientific, and government organizations in the United States and Canada. Professor Vidmar is the coauthor of *Judging the Jury* (1986), and author of *Medical Malpractice and the American Jury* (1995). He has written articles dealing with both the civil and criminal justice system. He offers instruction in social science evidence in law, the psychology of the litigation process and negotiation. He is vice president for research of the Private Adjudication Center.



John C. Weistart, Professor of Law

A.B. 1965, Illinois Wesleyan University; J.D. 1968, Duke University; LL.D. (Hon.) 1981, Illinois Wesleyan University. Professor Weistart was editor-in-chief of the *Duke Law Journal*. He served for a year as a judicial clerk on the Supreme Court of Illinois before joining the Duke law faculty in 1969. He served for three years as editor of *Law and Contemporary Problems* and as American editor of the *Journal of Business Law*, and is a member of the American Law Institute. He has also taught at the Universities of California at Los Angeles, Virginia, Harvard, Michigan, and Denver. He is known for his writing in the field of commercial law, and has served as a consultant to the Federal Trade Commission and the Federal Reserve Board. He is also a frequent commentator on issues in the athletics industry.



Jonathan B. Wiener, *Associate Professor of Law and Associate Professor of Environment*

A.B. 1984, J.D. 1987, Harvard University. During law school, Professor Wiener was an editor of the *Harvard Law Review*, and helped coach the national collegiate debate champions. After law school he clerked for Judge Jack Weinstein of the U.S. District Court, and then for Judge Stephen Breyer on the U.S. Court of Appeals. He then served as special assistant to the assistant attorney general heading the Environment and Natural Resources Division, Department of Justice from 1989 to 1992; as policy counsel at the Office of Science and Technology Policy, Executive Office of the President in 1992; as senior staff economist/attorney at the President's Council of Economic Advisors until late 1993; and as an advisor to the new National Service Program established in 1993. His policy work and writing have addressed topics including climate change, forests conservation, risk, biotechnology, mass torts, and incentives in regulation and litigation. He attended the Rio Earth Summit in 1992. Professor Wiener has also helped organize several community service events and serves on the North Carolina Commission on National Service. He teaches in the areas of environmental law, risk regulation, and property.



Visiting Faculty

Bernard Audit, *Visiting Professor of Law (Universite Pantheon-Assas Paris)*

Rakesh Kumar Bhala, *Visiting Professor of Law (Marshall-Wythe School of Law, College of William & Mary)*

Robert W. Hillman, *Visiting Professor of Law (University of California at Davis)*

Girardeau A. Spann, *Visiting Professor of Law (Georgetown University)*

Extended Faculty

Karen Albright, *Lecturing Fellow*

Charles L. Becton, *Senior Lecturing Fellow*

Mark P. Bernstein, *Senior Lecturing Fellow*

Waltraud R. Bernstein, *Senior Lecturing Fellow*

Donald H. Beskind, *Senior Lecturing Fellow*

Susan H. Black, *Senior Lecturing Fellow*

James E. Coleman, *Senior Lecturing Fellow*

Jeffrey C. Coyne, *Senior Lecturing Fellow*

Diane Dimond, *Senior Lecturing Fellow*

Melanie Dunshee, *Lecturing Fellow*

René Stemple Ellis, *Lecturing Fellow*

Sam J. Ervin III, *Senior Lecturing Fellow*

James G. Exum, Jr., *Senior Lecturing Fellow*

Keith R. Fisher, *Senior Lecturing Fellow*

Robert B. Glenn, Jr., *Senior Lecturing Fellow*

George D. Gopen, *Senior Lecturing Fellow*

Robert M. Hart, *Senior Lecturing Fellow*

Kenneth J. Hirsh, *Senior Lecturing Fellow*

Sally C. Johnson, *Senior Lecturing Fellow*

Sandra L. Johnson, *Senior Lecturing Fellow*

Edward E. Kaufman, *Senior Lecturing Fellow*

Elizabeth F. Kuniholm, *Senior Lecturing Fellow*
Jennifer D'A. Maher, *Senior Lecturing Fellow*
Thomas K. Maher, *Senior Lecturing Fellow*
Richard C. Maxwell, *Harry R. Chadwick, Sr. Professor of Law (Emeritus)*
Carolyn McAllaster, *Senior Lecturing Fellow*
Theresa A. Newman, *Lecturing Fellow*
Paul V. Niemeyer, *Senior Lecturing Fellow*
James L. Oakes, *Senior Lecturing Fellow*
Alejandro Posadas, *Lecturing Fellow*
Allison J. Rice, *Senior Lecturing Fellow*
H. B. Robertson, Jr., *Professor of Law (Emeritus)*
David S. Rudolf, *Senior Lecturing Fellow*
Robert A. Shapiro, *Lecturing Fellow*
Mary M. Schroeder, *Senior Lecturing Fellow*
Nancy Russell Shaw, *Senior Lecturing Fellow*
Kenneth D. Sibley, *Senior Lecturing Fellow*
Scott L. Silliman, *Senior Lecturing Fellow*
Allen G. Siegel, *Senior Lecturing Fellow*
Janet Sinder, *Senior Lecturing Fellow*
E. Carol Spruill, *Senior Lecturing Fellow*
Gary S. Stein, *Senior Lecturing Fellow*
Deanell R. Tacha, *Senior Lecturing Fellow*
Katherine Topulos, *Senior Lecturing Fellow*
William J. Turnier, *Adjunct Professor of Law*
Jane R. Wettach, *Senior Lecturing Fellow*
Peter Wilson, *Lecturing Fellow*



Admissions



The Law School strives to treat each applicant fairly and with candor. The following description of the admissions process at Duke is presented with that objective in mind.

Admissions Standards

At Duke, as at many law schools, the three most important admissions criteria are the Law School Admission Test (LSAT) score, the undergraduate grade point average (GPA), and the undergraduate institution attended.

Although reliance on purely academic criteria is appropriate in making some decisions, particularly those involving candidates either clearly admissible or clearly inadmissible, the majority of applications fall between these extremes. For these applications, Duke will give careful consideration to more subjective factors such as proven capacity for leadership, dedication to community service, excellence in a particular field, motivation, graduate study in another discipline, work experience, extracurricular activities, and personal and character information provided in letters of recommendation. Also, in interpreting the applicant's GPA, it is often necessary to make judgments regarding the strength of the course of study pursued and the significance of class rank or the progression of grades.

Although no quotas of any kind are employed in the admissions process, the Law School does make a conscious effort to achieve a broad diversity in each entering class in terms of general background, geography, and undergraduate institutions represented. An individual student may be selected not only for his or her marked potential for academic success, but also because application materials indicate that he or she can bring to Duke unique personal qualities or talents that will enhance the overall character of the entering class.

Duke has a faculty-initiated affirmative action plan for minority admissions, and special care is taken in evaluating applications from members of minority groups who traditionally have not been well represented in the legal profession. On occasion, special consideration may be given to North Carolina residents and children of Law School alumni who are qualified to complete the required course of study.

An applicant who has graduated from an accredited college, or one who will have been graduated from an accredited college during his or her course of study at the Law School, may be admitted as a candidate for the degree of Juris Doctor (J.D.). On rare occasions, an exceptionally qualified applicant may be admitted as a candidate for the degree of Bachelor of Laws (LL.B.).

Admission Procedures: J.D. Program

The Admissions Committee receives its authority by delegation from the law faculty and reports to the law faculty. The committee, composed of four law professors, two administrative deans or directors, and three law students, decides policy questions arising in the admissions process. Student members of the committee, however, do not review individual files. All individual applications are reviewed by the director of admissions.

Each applicant is responsible for collecting and submitting the following documents:

1. Completed application form obtained from Admissions Office, Duke University School of Law, Box 90393, Durham, North Carolina 27708-0393. Telephone (919) 613-7200. Internet: admissions@law.duke.edu. A recent photograph may be attached to the application.
2. Three completed reference forms, one of which should be written by an appropriate academic dean at the undergraduate school last attended. A statement of the applicant's rank in class will be helpful. It is suggested that the other reference forms be written by professors who have personal knowledge of the academic performance and potential of the applicant. References compiled and submitted by an established Career Planning and Placement Office at the applicant's undergraduate school will be accepted. Although academic references are preferred, applicants who have been out of school for some time may substitute letters from employers or others who are well acquainted with their personal traits and intellectual potential.
3. A nonrefundable processing fee of \$65. This application fee is not waivable except in cases of documented extreme personal hardship.
4. Scholarship assistance form. All applicants are required to return this form; those not wishing to be considered for scholarships may so indicate on the form.

Applicants are strongly urged to take the Law School Admission Test (LSAT) no later than December. Registration forms and information should be procured by writing directly to Law Services, Box 2000, Newtown, Pennsylvania 18940. Applicants with disabilities should contact Law Services directly for information concerning special accommodations for taking the LSAT. Only in exceptional cases will Duke waive the LSAT requirement.

Applicants must arrange for the submission of transcripts from all undergraduate and graduate schools attended to the Law School Data Assembly Service (LSDAS), Box 2000, Newtown, Pennsylvania 18940.

Duke has no formal deadline for the submission of applications. However, applicants to the first year class may disadvantage themselves by submitting their applications later than January 15. Review of completed applications begins in January and continues until the class is filled.

Due to the large number of applications that Duke receives, personal interviews are not part of the admissions process. Applicants who visit the Law School are encouraged to talk with currently enrolled students, and may attend a class and meet with an admissions representative if the visit is scheduled in advance.

Each applicant extended an offer of admission will be given a reasonable amount of time to respond. Written offers of admission will be sent to admitted candidates specifying the amount of deposit and other conditions required to hold a place in the class. A waiting list is established in late spring and held open until the registration date. Offers are extended to applicants on the waiting list as withdrawals occur during the summer.

Admission to the Law School is conditional upon receipt of a final official transcript of all undergraduate and graduate work undertaken by the candidate.

Admission Procedures: Summer Joint Degree Programs

Procedures for admission to the summer joint degree programs are no different from those established for the regular J.D. program commencing in the fall semester. Applicants should indicate on the application form that they are applying to the summer program and designate either the LL.M. program offered by the Law School, or the Graduate School department in which they wish to pursue the A.M. or M.S. Applicants to the LL.M. program are selected by the Law School Admissions Committee. The selection process for A.M. and M.S. applicants is bifurcated. Upon a favorable decision by the Law School Admissions Committee, the applicant's file will be forwarded to the appropriate Graduate School department for review. Applicants must be formally admitted to the master's program by the Graduate School.

Students must elect whether they wish to be considered for entrance in the summer or fall, and may not be considered concurrently for admission to both programs. A student wishing to change that election may do so prior to receipt of a final admission decision without payment of an additional processing fee. However, the Admissions Committee will treat the application to the alternate program as newly completed; thus a late change in election may prejudice the applicant's chance for admission. An offer of admission to one program is not transferrable to another program. This policy reflects our need for a firm commitment from applicants regarding which program they wish to enter so that we may deal fairly with all applicants competing for a limited number of spaces in each class. Although applicant pools may change from year to year, our experience has been that competition for spaces is equivalent for the two programs.

Other Joint Degree Programs

Applicants for any of the other joint degree programs offered by the Duke Law School are considered for admission to both schools on the same basis as those applicants who are applying for the individual programs. The admission decision of one school has no bearing on the admission decision of the other school. If accepted for admission by both schools, the applicant is automatically eligible to participate in the established joint degree program. Students planning to participate in such programs should notify the Law School immediately upon their admission.

Master of Legal Studies

Admission to this degree program is limited to persons who have achieved distinction in law-related professional work or who are pursuing law-related graduate degrees in other fields. Application to the program proceeds in exactly the same manner as for the J.D. program, with the single exception that the LSAT is not required of applicants who have taken the Graduate Record Examination in their primary field of study. Applicants who wish to substitute the GRE score should have an official report sent to the Admissions Office.

Reactivating Admissions Files

If an applicant has applied for admission in a previous year and was not extended an offer of admission or chose not to enter during that academic year, he or she may request that the file be reactivated for consideration by the Admissions Committee. The applicant should update his or her personal statement at that time. A nonrefundable fee of \$65 is charged for processing the application, and a check or money order for this amount must accompany the request for reactivation of the file. The applicant will not be required to re-register with the Law School Data Assembly Service (LSDAS) unless he or she retakes the LSAT after initially applying to the Law School. An updated transcript will be required to document academic work completed but not reflected on the last LSDAS report received by Duke. Application files are retained for three years.

Transfer Policy

In order to be considered for admission to Duke, a transfer applicant must present evidence of the satisfactory completion of one year of study at any law school that is a member of the Association of American Law Schools, and be eligible for readmission to that school. To be given serious consideration for admission, an applicant should rank at least in the top third of the class. Two academic years of law study must be completed at Duke.

The following items are required to complete a transfer applicant's admission file:

1. A nonrefundable processing fee of \$65;
2. Letter of certification from the dean of the law school attended;
3. References from two law professors who have personal knowledge of the academic performance and potential of the applicant;
4. Certified transcript of all grades earned in the first year of law school;
5. A copy of undergraduate transcript and LSDAS report.

Spring semester grades must be received before decisions can be made. The deadline for submitting transfer applications is July 1. Decisions are normally made the last week of July.

Graduate Study in Law

Admission to Duke to pursue law study beyond the basic professional degree is generally limited to J.D./LL.M. candidates and international students. For information about application to the graduate study program, see the description of admission procedures for the summer joint degree program or the section on international students.

University and Law School Rules

Students are subject to the rules and regulations of the university and the Law School that are currently in effect, or those that in the future may be promulgated by the appropriate authorities of the university. A copy of the Law School Rules is available for review in the Law School Library and on the Law School's World Wide Web site: <http://www.law.duke.edu>. Every student, in accepting admission, indicates a willingness to subscribe to and be governed by these rules and regulations. The student also acknowledges the right of the university to take such disciplinary action, including suspension and/or expulsion, as may be appropriate, for failure to abide by these rules and regulations of academic misconduct, or for other conduct adjudged unsatisfactory or detrimental to the university.

Duke University is a drug-free work place as defined by federal regulations.

[Information about admission to the Duke University School of Law is also available at the Law School's World Wide Web site: <http://www.law.duke.edu>.]



Financial Information



The cost of providing a legal education of the quality offered by Duke is high and has been steadily increasing. An annual report of the Law School explains in moderate detail what those costs are, and how they are met; a copy is available on request. As the report reveals, the Law School is substantially subvented by the University from its endowment sources. In addition, the Law School has some resources of its own, including generous annual giving support from its alumni. Nevertheless, the bulk of the cost of the program must be borne by the students who receive it.

Tuition

J.D., LL.B., and M.L.S. Candidates. For the academic year 1995-96, entering students in the J.D. program, transfer students, and candidates for the M.L.S. degree will pay a full year's tuition of \$21,200. Students pursuing the J.D./A.M. or the J.D./LL.M. in the summer entering program will pay an additional \$7,050 in tuition for the summer term. Entering students must pay their fall tuition by August 1, 1995. The tuition refund policy is set forth below.

Subsequent years of study toward the J.D. program will be billed at the current tuition rate. In recent years, that rate has been significantly increased each year. Students in joint degree programs will be billed tuition at rates appropriate to their particular programs.

Graduate Degree Candidates. Students pursuing the LL.M. degree will pay tuition of \$21,200 in 1995-96 for their single year of instruction. S.J.D. candidates must enroll for two years; tuition for the S.J.D. program for 1995-96 is set at \$21,200.

Other Fees

Late Registration Fee. Students who register in any semester at a date later than that prescribed are required to pay a \$25 penalty.

Student Health Fee. A mandatory student health fee of \$384 (\$192 per semester) is charged to all Duke University students. Hospital insurance is available. Cost for the academic year 1995-96 is \$600 for a single student, \$1,880 for family coverage. The hospital insurance policy coverage is for one year.

Absentia Fee. Duke Law School students spending one semester or all of their final year of law school at another law school shall be charged an *in absentia* fee for the semester or semesters "visiting" at another law school. The fee is the greater of (1) ten

percent of Duke Law School tuition or (2) the amount that Duke Law School tuition exceeds the tuition at the "visited" school. The fee shall not exceed two-thirds of Duke Law School tuition. Students visiting at Duke will receive no scholarship assistance from Duke Law School.

Athletic Events Fee. Law students may secure admission to all regularly scheduled University athletic contests, with the exception of soccer and basketball, held on University grounds during the entire academic year free of charge. The fee for basketball and soccer is payable in the fall semester. Students may also use the facilities of the Duke golf course upon payment of student green fees.

Duke Bar Association Fee. A \$30 fee each semester is due and payable not later than the day of registration for a particular semester. This fee is utilized exclusively to support the activities of the student bar association.

Parking Fee. Students wishing to drive to the campus must register a car for the university's parking lots at an annual fee of \$75-\$175, depending on availability of spaces in various open or gated lots.

Academic Transcript Fee. The university will charge a one-time academic transcript fee of \$30.

General Expenses

Applicants should be aware that the following general expense estimate was compiled in the spring of 1995, and for future years appropriate revisions may be necessary to reflect inflationary increases. The best estimate of total living costs for a nine-month academic year excluding tuition and fees is approximately \$11,400 for a single student. Included in the above cost-of-living estimate are current expense levels for lodging, board, books (approximately \$1,050 if purchased new), supplies, transportation, and personal effects. Financial aid awards in most cases cannot be based on proposed budgets in excess of these figures.

University Policies for Payment of Accounts

Payment of Accounts for Fall and Spring. The Office of the Bursar issues invoices for tuition, fees, and other charges approximately four to six weeks prior to the beginning of classes each semester. The total amount due on the invoice is payable by the invoice due date which is normally one or two weeks prior to the beginning of classes. If full payment is not received by the due date, a late payment charge as described below will be assessed on the next invoice and certain restrictions as stated below will be applied. Failure to receive an invoice does not warrant exemption from the payment of tuition and fees nor from the penalties and restrictions. Entering first year students are required to pay tuition, fees, and other charges by August 1, 1995. Students not receiving a bursar invoice should telephone the bursar's office at (919) 684-3531 to request an invoice.

Penalty Charge. If the total amount due on an invoice is not received by the invoice due date, a penalty charge will be assessed from the billing date to the due date of that invoice. The penalty will be assessed on the subsequent invoice at an annual rate of 16 percent applied to the past due balance on that invoice. The past due balance is defined as the previous balance less any credits received and any payments received on or before the due date. Students receiving loans and/or scholarships should submit in writing by the late payment date on the invoice to the bursar's office each semester the name and amount of each loan that will satisfy the bursar's invoice to avoid penalty charges. Penalty charges will be assessed students who do not provide loan information to the bursar's office each semester—no exceptions. Mail payments to: Bursar, P.O. Box 651032, Charlotte, NC 28265-1032.

Restrictions. An individual will be in default if the total amount due on the student invoice is not paid in full by the due date. An individual who is in default will not be allowed to register for classes, receive a copy of the academic transcript, have academic credits certified, be granted a leave of absence, or receive a diploma at graduation. An individual in default will be withdrawn.

Tuition Refunds. Tuition refunds are governed by the following policy. It should be noted that special rules apply to students receiving Title IV loan assistance, which may be obtained from the financial aid office.

1. In the event of death or a call to active duty in the armed services, a full tuition refund is granted.
2. If a first-year student withdraws after the tuition due date for the summer or fall term, up to 50 percent of tuition may be nonrefundable, if the Law School is unable to enroll another qualified applicant because of the student's late withdrawal. First-year students who withdraw after the beginning of classes for the summer or fall term are ineligible for any tuition refund.
3. In all other cases of withdrawal, students or their parents may elect to have tuition charges refunded or carried forward as a credit for later study according to the following schedule:
 - a. withdrawal before the beginning of classes-full refund;
 - b. withdrawal during the first or second week-80 percent;
 - c. withdrawal during the third through fifth week-60 percent;
 - d. withdrawal during the sixth week-20 percent
 - e. withdrawal after the sixth week-no refund; but
 - f. tuition charges paid from grants or loans will be restored to those funds and will not be refunded or carried forward.

Scholarship Assistance

Professional education is expensive. Unfortunately, the Law School must rely upon students to bear the primary burden of this cost, with such help as they may receive from families, loans, or other organizations. The Law School, however, does award a number of scholarships to students at the time they are admitted.

Scholarship awards are generally made in the form of a contract committing the school to a total grant to be disbursed over the student's first five semesters of Law School. This schedule makes more money available early, when it is most needed, since summer savings and permanent job prospects lessen the financial burdens of most students in the third year.

Students seeking scholarship assistance should file a scholarship application at the same time they apply for admission. Scholarship applications are mailed with the admission application. Most scholarship awards are made just following the admission decision, so that applicants may receive the earliest possible notice of the extent of scholarship support available. The fact that a student has applied for financial aid will not affect the decision on the application for admission.

Need Awards. The Law School provides a number of scholarships that are intended primarily to aid those students who are most in need of financial assistance. In order to qualify for need-based scholarships, students must have a report prepared for the Law School by Need Access. Contact Need Access for the need analysis form by telephoning 1-800-282-1550. To ensure that full consideration of financial need is possible at the time when most of our scholarship funds are awarded, such students are also required to provide accurate information regarding family (student and both parents) income and other relevant circumstances on the Duke scholarship application. Inclusion of information from both parents on the Duke scholarship form is mandatory.



Merit Awards. The Law School competes for students with the top institutions in this country. To attract a solid core of outstanding class members, some merit scholarships are also offered. Merit, for this purpose, is usually defined as extraordinary academic promise manifested by grades and test scores which are substantially above the class medians. It is not to be supposed that persons receiving such awards are more meritorious, in the broadest sense of that word, than many other entering students whose admissions credentials may seem a bit less unusual. But, it is believed, all students at the school are benefited by the solid assurance that Duke law students as a group are among the most able anywhere.

Note: Students who can demonstrate both financial need and merit should apply for a need-based scholarship, not a merit award. Typically, those who are both needy and meritorious receive slightly higher scholarship amounts than do those who apply for the funds based solely on merit.

Specially Funded Scholarships. Many of the Law School's scholarships are funded from general endowment and other Law School revenues. Some scholarship candidates are selected each year for support from one of several specially endowed scholarship funds. The criteria for these named awards vary; all students applying for aid will be considered for any special scholarships for which they may be eligible.

The *Marjorie Patrick Arnold Scholarship* was established in 1983 by Hubert K. Arnold '39 (now deceased) in honor of his wife.

James A. Bell Scholarships were established by the Bell family in honor of a federal judge.

Neill James Blue Memorial Scholarships were established in memory of a law student who suffered a tragic death in 1971.

The *J. Paul Coie Fellowship* was first offered in 1991 to support a student who studies law and jurisprudence; it is awarded to a candidate pursuing a JD/AM.

The *Serena Crawford-Gregory Robertson Fund* was created in 1991 by the parents of two Duke Law alumni who were tragically killed in an automobile accident.

The *DeHoff/Arnold Endowed Law Scholarship* was established by Hubert K. Arnold '39 (now deceased) in memory of his parents.

Dunspaugh-Dalton Foundation Scholarships were established by a Miami foundation.

Jenny Ferrara Scholarships were established by Vincent L. Sgroso of the Class of 1962, in honor of his grandmother.

The *Giles-Rich-Stoner Scholarship* was established by Hubert K. Arnold '39 (now deceased) to honor his three sisters, Dorothy Arnold Giles, Naomi Arnold Rich, and Ruth Arnold Stoner.

The *H. Claude Horack Law Scholarship Fund* was established in 1991 by the children of a former Duke Law School dean and professor to commemorate his contribution and service to the Law School.

The *Hunton and Williams Scholarship* was established by the law firm of Hunton & Williams through its Raleigh, North Carolina office.

The *Jack M. Knight Memorial Fund* was established by a group of partners at the Charlotte, North Carolina law firm of Robinson, Bradshaw & Hinson, in honor of a 1971 law alumnus.

The *Arthur Larson Scholarship Endowment Fund* was established in memory of the preeminent scholar on worker's compensation and employment.

The *Raphael Lemkin Scholarship Fund* was established by an anonymous donor to honor the memory of Raphael Lemkin, who taught international law at Duke in the early 1940s and whose scholarship and advocacy inspired the United Nations in 1948 to adopt the Genocide Convention.

The *Livengood Endowment Fund* was established by Charles H. Livengood III to honor his mother and his father, who served as a Law School professor and, subsequently, as university marshal.

The *Miller and Chevalier Charitable Foundation Scholarship* was established by a Washington, DC law firm.

The *Robert Netherland Miller Scholarship* was established by a Duke law alumnus in honor of a founding partner of the Washington, DC law firm of Miller and Chevalier.

The *Samuel Fox Mordecai Scholarship* honors the first dean of the Duke Law School, who served from 1905-1927.

Richard M. Nixon Scholarships were established by the Class of 1937 to honor their classmate, the former President of the United States.

John R. Parkinson Scholarships were established by the Parkinson family.

The *A. Kenneth Pye Law Scholarship Fund* honors this man who so effectively served Duke University in various capacities as professor, university counsel, dean of the Law School, and chancellor of the university.

South Carolina Law Alumni Scholarships were established by South Carolina alumni.

Anna Peirce Stafford Scholarships were established in honor of members of the family.

The *Robert William and Robert Wheaton Walter Scholarships* were established by Robert William Walter of the Class of 1981, in honor of his father, Robert Wheaton Walter of the Class of 1948.

The *Paul B. Williams Law School Fund* is a scholarship funded through the generosity of Paul B. Williams, Inc.

Bunyon S. Womble Scholarships were established by the Womble family in honor of the founder of a North Carolina law firm.

Upperclass Awards. Virtually all available scholarship funds are allocated to entering students and to students continuing under a scholarship contract awarded at the time of admission. No additional scholarship funding is available to upperclass students, except for the *Estate Planning Conference Scholarship*, which was endowed by the Estate Planning Council of Duke University and is awarded to a third-year law student with a particular interest in estate planning and the *David H. Siegel Scholarships* established by Allen G. Siegel of the Class of 1960, in memory of his father.

Title IV Loan Assistance

Title IV loan assistance is available to qualified students. Students who wish to apply for this assistance must complete the Free Application for Federal Student Aid. To request the Free Application for Federal Student Aid, telephone 1-800-433-3243. Be certain that your request specifies the correct academic year. To obtain more information on federal student financial aid, write to Federal Student Aid Information Center, P.O. Box 84, Washington, DC 20044 to request the booklet "The Student Guide: Financial Aid from the U.S. Department of Education—Grants, Loans, and Work-Study." This booklet is free.

Complete the Free Application for Federal Student Aid. Mail the completed form in the return envelope attached to the Free Application for Federal Student Aid. The U.S. Department of Education will process the Free Application for Federal Student Aid and mail the SAR directly to the student applicant. The student application should verify the information on the SAR. If the information on the SAR is correct, complete, sign, and mail the SAR to the Office of Financial Aid, Duke University School of Law, Box 90363, Durham, NC 27708-0363. If corrections to the SAR are required, follow the instructions on the SAR.

Satisfactory Status Policy

To remain eligible for Title IV funding, a student must maintain a 2.1 cumulative grade point average to remain in good standing at the Law School. A student placed on probation will be allowed one semester to improve his or her grade point average to a 2.1.

Non-Need Based Loan Assistance

The Law School also has other loan programs available to students who need additional loan funds to meet the approved academic period budget. A good credit history (report) is mandatory to receive these loans. To check your credit history contact your credit bureau. For more information about credit bureaus or resolving credit problems, write to: Public Reference, Federal Trade Commission, Washington, DC 20508.

Federal Work Study

The Law School also receives a limited amount of federal work-study funds each year. The school does not recommend that first-year students work, so these funds are reserved for second- and third-year students who are working in the Law School.

Loan Forgiveness Program

In May 1988 the Duke Law School faculty approved a program under which the school will assist students who accept low-paying public interest or government employment following graduation to repay the loans they undertook to support their Law School education. The program was expanded in the fall of 1991. The faculty took this action to ameliorate the hardship imposed on graduates taking public interest jobs and as a response to the school's obligation to support public interest service by its graduates. Further information on this program is available from the Office of Admissions and Financial Aid.

Visiting Students

All financial assistance for visiting students at Duke Law School must be processed through the institution from which the student will receive his or her degree.

Scholastic Standards



Grading

Most courses are generally available only on a graded basis. Independent research, ad hoc seminars and occasionally some other courses may be designated for credit/fail grading by action of the faculty. If a student has previously taken or audited a course for at least an eight-week period, or in other special circumstances, credit/fail grading may be required or authorized in an individual case at the discretion of the instructor and the dean. Grades received in courses taken in other divisions of the university or courses transferred from other law schools are made part of the student's permanent record, but are not included in the Law School grade point average unless the student receives a failing grade.

The Law School uses a slightly modified form of the familiar 4.0 grading system. No official labels, such as specific Honors, High Pass, or A, B, C, etc., are attached to specific points or ranges of grades within our system. As at a number of other major law schools, exceptional performance may be indicated by a grade of 4.1 to 4.5, and grades above 4.0 are roughly the equivalent of an A+ in other systems. Grades below 1.6 are failing.

Classes of forty students or more have a mandatory median grade of 3.1. The standard grade distribution curve is as follows:

<i>Interval</i>	<i>Percentage of Class</i>
4.1-4.5	0-5%
3.6-4.0	0-20%
3.1-3.5	30-40%
2.6-3.0	30-40%
2.1-2.5	0-15%
1.6-2.0	0-10%
1.1-1.5(failing)	0-5%

Good Standing

Any student who is eligible to continue the study of law who is not on probation shall be in good standing. Those considered ineligible to continue the study of law include (1) any first-year student who has attained a grade-point average of less than 1.9 or who has received failure grades in courses totaling more than eight semester-hours; (2) any student who has received failure grades in courses totaling more than ten semester-hours during the second and third years or whose grade-point average for the

second year is less than 2.0; or (3) any student who has been placed on probation and who has failed to comply with the conditions of probation or who at the end of the specified probationary period has not attained or maintained a grade-point average of at least 2.1. Under certain circumstances a student otherwise ineligible to continue the study of law as a result of academic performance in the first year will be permitted to repeat the first year.

A student will be placed on probation if (1) in the first year, the student has attained a grade-point average of less than 2.3 but not less than 2.0 and who has received failure grades in courses totaling not more than eight semester-hours; (2) the student has repeated the first year and attained a grade-point average of not less than 2.1 but less than 2.3 or who has attained a grade-point average of at least 2.3 but who has received a failure grade in any course; (3) in the second year, the student has attained a grade-point average of less than 2.3 in either semester of that year or who has received failure grades in courses totaling not less than six but not more than ten semester-hours during that year; or (4) in the third year, the student has attained a grade-point average of less than 2.3 in the fifth semester.

Maximum and Minimum Course Loads

No first-year student may take courses other than those of the required first-year program, except joint degree students under the terms of their joint degree programs, or with the permission of the dean. No student other than a first-year student may take for credit courses totaling more than sixteen hours per semester, except with the permission of the dean.

No student shall take for credit courses totaling less than twelve hours per semester, except with the permission of the dean, and in no event may the student take less than ten hours per semester.

Attendance and Preparation

Students must regularly attend and prepare for all classes. A student who is excessively absent or grossly unprepared may, in the discretion of the instructor, be denied the right to take a final examination or to submit other required coursework.

Auditing Courses

Students may audit courses with the written permission of the instructor, but may not audit courses which, in combination with courses taken for academic credit, exceed seventeen hours per semester. The fact that a student has audited a course shall be indicated in the official records of the Law School.

Examinations

Final examinations are given in most courses at the Law School, and students should expect a final examination unless otherwise announced by the instructor. Students must take final examinations at the regularly scheduled time, unless permission is given by the dean's office. Permission is not granted normally except in extraordinary circumstances such as serious illness, exam scheduling conflicts, or the scheduling of three or more exams within a thirty-six hour period.

Submission Of Papers

Papers or other required coursework must be submitted no later than the last day of the regularly scheduled examination period of the semester in which the course is offered, unless the instructor sets an earlier deadline. In exceptional individual cases, the instructor may grant an extension, but the extension may not ordinarily be later than

the twenty-eighth day following the last day of the examination period. After that date, an incomplete is entered. When an incomplete is entered, the required coursework must be completed by a date set by the instructor or, in the event of a rescheduled examination, by the dean. In no event may the deadlines be later than the last day of the regularly scheduled examination period for the following semester.

Independent Study

Independent study projects are arranged on an ad hoc basis by the student with an appropriate member of the faculty, and require the submission of a research paper of the kind generally submitted in seminars. A student may not take for credit more than four semester-hours of independent research in any academic year. Credit is awarded on a pass/fail basis.

Occasionally faculty members will agree to supervise a group of five or more students in an ad hoc seminar. Credit obtained from enrollment in ad hoc seminars is included in the four-hour limit for independent study credit per semester, and is awarded on a pass/fail basis.

Other Standards and Rules

Like all academic institutions, the Law School is governed by scholastic standards and rules promulgated by the faculty, which cover such matters as academic misconduct, eligibility to continue the study of law, academic probation, minimum and maximum course loads, examinations, and registration procedures. A complete copy of these rules is available for review in the Law School library and on the Law School's World Wide Web site at <http://www.law.duke.edu>.

Curriculum



First-Year Curriculum

110. Civil Procedure. A consideration of the basic problems of civil procedure designed to acquaint students with the fundamental stages and concerns of litigation—e.g., jurisdiction, pleading, discovery, trial, choice of law, and multiparty actions. In addition, this course will highlight a number of specialized topics including the role of juries in deciding civil disputes, the ethical responsibilities of the litigation attorney, and the development of alternative dispute resolution systems. At several points, this course will focus on an analysis of the procedural system's operations as revealed through empirical studies. 4.5 units. *Carrington, Jones, or Rowe*

120. Constitutional Law. An examination of the distribution of and limitations upon governmental authority under the Constitution of the United States. Included are study of the doctrine of judicial review of legislative and executive action, the powers of Congress and the president, the limitations on state governmental powers resulting from the existence or exercise of congressional power, and judicial protection against the exercise of governmental power in violation of rights, liberties, privileges, or immunities conferred by the Constitution. 4.5 units. *Spann or Van Alstyne*

130. Contracts. The formation and legal operations of contracts, their assignment, their significance to third parties, and their relationship to restitution and commercial law developments; the variety, scope, and limitations on remedies; and the policies, jurisprudence, and historical development of promissory liability. 4.5 units. *Bartlett, Haagen, Powell, or Weistart*

140. Criminal Law. An introductory study of the law of crimes and the administration of criminal justice, including analysis of the criminal act and the mental element in crime, consideration of specific offenses as defined by statute and the common law, and discussion of typical defenses in relation to specific crimes. One of the purposes of this course is to introduce the students to the nature of social control mechanisms and the role of law in a civilized society. 4.5 units. *Beale, Everett, or Morris*

150. Lawyers and Clients. One-week intensive course in professional responsibility. 1 unit. *Exum, Metzloff, Oakes, and Schapiro*

160. Legal Research and Writing. Following instruction in legal research, students write three or five papers (from client letters to formal appellate briefs) under tutorial supervision of a faculty member; at least one brief is argued orally. Variable credit. *Albright, Dimond, Newman, Rice, or Wettach*

170. Property. A study of the basic concepts of real property law and conveyancing, including historical background; estates in land, including the fee simple, the fee tail with its statutory substitutes, the life estate, the estate for years, and other nonfreeholds; concurrent ownership; types of future interests; conveyances before and after the Statute of Uses; landlord and tenant; the modern deed-kinds, delivery, description, title covenants, and agreements running with the land at law and in equity; easements; and recording and title registration. 4.5 units. *Reppy, Underkuffler, or Wiener*

180. Torts. An analysis of liability for personal injuries and injuries to property. The law of negligence occupies a central place in the course content, but this course also considers other aspects of tort liability such as strict liability, liability of producers and sellers of products, nuisance, liability for defamation and invasion of privacy, and commercial torts. The subjects of causation, damages, insurance (including automobile no-fault compensation systems), and workmen's compensation are also included. 4.5 units. *Christie, Lange, or Stone*

Upper-Class Curriculum

In the absence of special authorization from the dean, each student is required to take in each semester courses aggregating not less than twelve and not more than sixteen semester hours in order to be considered a full-time student for purposes of meeting the residency requirement for the J.D. degree.

The program in the second and third years is entirely elective. In planning his or her program, however, the student should bear in mind that certain more basic courses may be prerequisites to other more advanced courses, and that for this reason—as well as to avoid possible schedule conflicts—it is generally advisable to take these more basic courses in the second year.

Those offerings listed as courses are open to large enrollments. Those listed as clinical are limited to enrollment in order to permit close supervision of the professional work students perform. Those listed as regular seminars are also limited to a very few students and engage the students in research projects with the instructor.

MASTER OF LAWS COURSES

190. Introduction to American Law for International Students. A series of lectures by members of the Law School faculty on various aspects of the legal system of the United States. May include required readings. It concludes with an examination. 1 unit. *J. Maher*

195. Legal Writing for International Students. A research and writing tutorial designed to introduce international students to the techniques of case and statutory analysis as well as the tools and methods of legal research. Students are expected to complete written assignments and memoranda of law. 2 units. *J. Maher*

BASIC COURSES

Courses under this subheading that are listed as taught by Staff are unlikely to be offered during the 1995-96 academic year.

200. Administrative Law. A study of administrative agencies and legislative authority, information gathering and withholding, rule-making and order-formulating proceedings, judicial review of administrative actions, and constitutional limitations on administrative powers. 4 units. *Spann*

205. Antitrust. A study of the federal antitrust laws and the policy of using competition to control private economic behavior. 4 units. *Havighurst*

210. Business Associations. An examination of the state and federal law pertinent to corporations and, to a lesser extent, partnerships as business entities. Detailed

attention is given to the legal ground rules for the life cycles of corporations—to their organization, preincorporation transactions, basic financial structure, internal governance arrangements, dissolution, and other fundamental changes. Further, a detailed study is made of those portions of the federal securities law that most closely affect the organic law of the corporation—federal regulation of the proxy system and of tender offers and federal restraints on inside trading and on certain other transactions in securities. 4 units. *DeMott or Hillman*

215. Commercial Law. An integrated study of the law governing commercial transactions and emphasizing the application of the Uniform Commercial Code, particularly the articles dealing with commercial paper, bank deposits and collections, and secured transactions. Topics that are given particular attention include the function and incidents of common forms of negotiable instruments, the mechanics of the bank collection process, and the operation of retail credit systems. 4 units. *Shimm or Weistart*

218. Comparative Law: Western Legal Traditions. A comparative study of civil law and common law systems, focusing on legal institutions, legal actors, their roles and backgrounds. This course will examine dissimilarities as well as the shared Western legal and intellectual heritage and analyze selected problem areas. 3 units. *Bernstein*

220. Conflict of Laws. A study of the special problems that arise when the significant facts of a case are connected with more than one jurisdiction, including recognition and effect of foreign judgments, choice of law, federal courts and conflict of laws, and the United States Constitution and conflict of laws. 3 units. *Reppy*

225. Criminal Procedure: Formal. A study of the basic rules of criminal procedure, beginning with the institution of formal proceedings. Subjects to be covered include prosecutorial discretion, the preliminary hearing, the grand jury, criminal discovery, guilty pleas and plea bargaining, jury selection, pretrial publicity, double jeopardy, the right to counsel, and professional ethics in criminal cases. 3 units. *Everett*

226. Criminal Procedure: Police. A study of the legal restrictions on police investigative practice which typically precede institution of formal proceedings, with special emphasis upon “stop and frisk,” arrest, search and seizure, confession suppression, electronic surveillance, and operation of the exclusionary rule. 3 units. *Mosteller*

232. Employment Discrimination. A study of the law of employment discrimination, focusing mainly on federal law prohibiting race, sex, age, and handicapped discrimination. This course provides a basic knowledge of statutory coverage, standards, procedures and proof, and avenues of relief. Class discussion emphasizes important issues arising in current cases: for example, reverse discrimination versus affirmative action, the controversial “comparable worth” concept in equal pay litigation, and the “bottom line” defense to test invalidation. 3 units. *Jones*

235. Environmental Law. A basic examination of the rapidly growing body of law concerned with interrelationships between human activities and the larger environment. Rationales for environmental protection; risk assessment and priorities; roles of markets and governments; choice of legal approaches to risk management; roles of different branches and levels of government, and of nongovernmental actors; interplay of scientific, economic, social, and other factors in development and consequences of environmental law. Analysis of common law and statutory regimes for air, water, hazardous waste and toxics, resource use, and biodiversity and ecosystems. Focus on U.S. legal system with some illustrations from foreign, international, and global contexts. 3 units. *Wiener*

240. European Union Law. An introduction to the constitutional and substantive law of the European Union, including: the origins and institutions of the European Union; the relationship of European Union law and national law; the enforcement of

European Union law; and freedom of movement of goods, persons, and services; sex discrimination; foreign relations competence of the European Union. 3 units. *Bernstein*

245. Evidence. A study of the theory and rules governing presentation of evidence to a judicial tribunal, including the concept of relevancy; character evidence; judicial notice; real and demonstrative evidence; expert testimony; authentication of writings; the best evidence rule; competency, impeachment and rehabilitation of witnesses; hearsay and the exceptions to its exclusion; and privileged communications. 3 units. *Mosteller*

250. Family Law. A study of legal and policy issues relating to the family, including marriage and divorce, marriage alternatives, procreation and abortion, child custody and support, child abuse and neglect, and adoption. The course will examine the resilience of the norm of the private, traditional nuclear family and the challenge to this norm posed by such issues as surrogate parenting contracts, antenuptial agreements, professional degrees and licenses acquired before divorce, and domestic violence. 3 units. *Bartlett*

255. Federal Income Taxation. An introduction to federal income taxation, with emphasis on the determination of income subject to taxation, deductions in computing taxable income, the proper time period for reporting income and deduction, and the proper taxpayer on which to impose the tax. 4 units. *Schmalbeck*

260. Financial Information. Many attorneys are required to evaluate financial data, notably financial statements from corporations, on a regular basis. The need is not limited to corporate attorneys; indeed litigators in securities, antitrust, malpractice, or general commercial litigation frequently must analyze financial information. Proper evaluation requires a familiarity with accounting principles and practices. This course serves to both introduce basic accounting principles and practices and their relationship to the law, as well as to study a number of contemporary accounting problems relating to financial disclosure and the accountant's professional responsibility. 2 units. *Wilson*

265. First Amendment. The basic constitutional law of the free speech-free press clause and the church-state clauses of the first amendment. 3 units. *Van Alstyne*

267. Insurance Law. An examination of the nature of insurance and the insurance contract. Possible topics include: the role of risk classification, marketing, the principle of indemnity and the notion of an insurable interest, subrogation, the risks transferred, rights at variance with policy provisions, claims processes, and justifications for and the nature of regulation of insurance institutions. 3 units. *Staff*

270. Intellectual Property. An introduction to the principal theories of intellectual property in the fine arts and in the entertainment and sports industries. Includes comprehensive instruction in copyright, unfair competition, moral rights, the law of ideas, and the right of publicity, as well as selective coverage of other related subjects. 3 units. *Lange*

275. International Law. An introduction to the public international law of peace, including: the nature and sources of international law; its place in national and international decision making; the positions of international organizations, states, and persons in the international legal system; principles concerning state sovereignty, territory and jurisdiction; the international Law of the Sea; the law of treaties; state responsibility; international dispute settlement; the use of force. 3 units. *Kingsbury*

280. Jurisprudence. A historical examination of the development of legal philosophy from ancient times to the contemporary period. 3 units. *Christie*

285. Labor Relations. A study of the law of labor-management relations, centering upon the National Labor Relations Act, as amended. This course investigates problems

involved in the regulation of industrial conflict (strikes, picketing, boycotts, and unfair labor practices by employers), the establishment of the collective bargaining relationship, the negotiation and enforcement of the collective agreement, the arbitration of disputes under the agreement, the relationship between the union and its members, and the protection of individual and minority rights. 3 units. *Culp*

290. Remedies. An examination of the principles governing the use of judicial remedies, such as damages, injunctions, and declaratory judgments, in a variety of public and private law settings. The course will consider the goals of remedies doctrines and the relationship of the doctrines to other facets of the legal system. Topics will include recent developments in remedies law concerning such areas as school desegregation, consent decrees in civil rights suits, and punitive damages, which highlight the tensions underlying remedies principles. 3 units. *Staff*

295. Trusts and Estates. An examination of noncommercial property dispositions, both testamentary and inter vivos, including the following topics: intestate succession, wills and will substitutes; creation and characteristics of trusts; powers of appointment; problems in trust and estate administration. 3 units. *Shaw*

ADVANCED COURSES

Courses under this subheading that are listed as taught by *Staff* are unlikely to be offered during the 1995-96 academic year.

300. Admiralty. An examination of the special body of law governing maritime affairs, especially the transportation of goods and passengers by water. Included in this coverage are admiralty jurisdiction, marine insurance, carriage of goods, charter parties, general average, rights of injured seamen and others, collision, salvage, maritime liens and ship mortgages, limitation of liability, and governmental activity in shipping. 3 units. *Staff*

301. AIDS Law. The course will encompass substantive law issues raised by clients with HIV / AIDS. It will employ a multidisciplinary approach to teaching about the legal problems faced by persons with HIV and will involve collaboration with medical and marketing specialists, social workers, and clients. Topics include estate planning, AIDS pharmaceuticals, public benefits, health care issues, permanency planning for children and other family law issues, insurance and employee benefit issues, public health issues, housing and employment discrimination, torts and HIV-related private lawsuits, criminal law issues. 2 units. *McAllaster*

303. American Legal History. A study of the development of American public and private law from the colonial period to the present. Examination. 3 units. *Haagen*

305. Banking Regulation: Domestic. Examination of the regulation of domestically-owned banks and related depository institutions in the United States. This course reviews the development of modern banking regulation paying close attention to the major public policy issues of the day, from monetary policy to consumer protection and lending discrimination. Students will be introduced to the complex business of banking, the wide range of supervisory and enforcement responsibilities of federal and state banking regulators, the delicate balance between federal and state interests, and perennial intractability by the Congress. 2 units. *Fisher*

308. Bankruptcy. A study of the methods by which conflicts between the financially distressed debtor and its creditors and conflicts among its creditors may be resolved under the liquidation or rehabilitation chapters of the Bankruptcy Reform Act of 1978. Prerequisite: Law 215 or 384 or consent of instructor. 4 units. *Shimm*

310. Collective Bargaining. A comprehensive treatment of the legal and practical aspects of negotiating a collective bargaining agreement in both the public and private sectors. There is substantial student participation, together with practical demonstrations relating to arbitrations and typical bargaining problems. 3 units. *Siegel*

311. Commercial Arbitration. An examination of the American law governing the relation between courts and arbitral tribunals established in commercial contracts, domestic and international. A question to be explored is whether the Supreme Court has overextended the federal legislation and thus impeded private enforcement of our law, especially state law. Has the Court left Congress behind in its enthusiasm for ADR and international trade? Students will negotiate and draft an arbitration agreement for a commercial transaction. 3 units. *Carrington*

312. Community Property. A survey of the marital property laws of Arizona, California, Idaho, Louisiana, Nevada, New Mexico, Texas, Washington, and Wisconsin, with comparison to the Spanish system. Students may concentrate their studies on the law of one of the nine states. 2 units. *Reppy*

315. Complex Civil Litigation. In many respects an advanced civil procedure class, this course will focus on the problems of large multi-party and multi-forum civil cases and how courts and litigants deal with them. Coverage will include: joinder devices, especially (but not only) class actions; federal multi-district transfer and consolidation; big-case discovery problems; case management techniques and issues; ways of accelerating or terminating potentially or actually protracted cases, including settlement, alternative dispute resolution, representative trials, and claims processing facilities; attorney fee awards; preclusion; and possible reforms. 3 units. *Staff*

320. Constitutional History: The Modern Era. The contemporary law of the U.S. Constitution is the end product of over two centuries of legal and political development, in the course of which a rich, conflicted tradition of discussion and debate has emerged as the mode by which this society resolves many of its basic debates over questions of political power and social morality. Examination of the history of that tradition from the end of Reconstruction to the early Burger Court. Special attention to the jurisprudence of the *Lochner* era, the emergence of "democracy" as a central constitutional theme, Justice Holmes as the icon of the Great Judge, the search for a judicial role after the New Deal, and the debate over the legitimacy of the Warren Court's "activism." 3 units. *Powell*

322. Copyright and Computer Law. Instruction in advanced copyright law with particular emphasis on the history of copyright as well as contemporary practice, theory, and current literature in the field. Substantial attention also will be paid to computer law (including necessary overlap with patent law and the so-called "manifesto" and other fields). Prerequisite: prior enrollment in Law 270. 2 units. *Lange*

325. Corporate Finance. A consideration of the role and impact of financial analysis in the application and development of legal norms in connection with recurring corporate transactions. Coverage includes an investigation of the financial considerations arising in connection with valuation of a business corporation, rearrangement of the rights of creditors and stockholders in bankruptcy, establishment of dividend and reinvestment policies of publicly traded corporations, and measurement of the fairness and success of corporate acquisitions. 2 units. *DeMott*

326. Corporate Taxation. A study of the special provisions of the Internal Revenue Code concerning the tax effects of the major events that occur in the life span of a corporation, including the taxation of distributions to shareholders and the formation, reorganization, and liquidation of corporations. Prerequisite: Law 255. 3 units. *Turnier*

330. Criminal Law: Federal. This course deals with the enforcement of federal criminal statutes including those relating to tax fraud, mail fraud, civil rights, drug

enforcement, the Hobbs Act, the Travel Act, and the Racketeer-Influenced and Corrupt Organizations (RICO) Act. The limits on federal criminal jurisdiction and legal issues arising out of the overlap of federal and state law will also be examined. 3 units. *Beale*

335. Economic Analysis of the Law. The course begins with a brief overview of elementary microeconomic theory, using examples drawn from various legal fields. It then explores the theory that the development of the common law can best be explained as a pursuit of efficient legal rules. Finally, application of economic theory to selected special topics in the law is examined. 3 units. *Staff*

340. Estate and Gift Taxation. A study of the rules governing federal taxation of wealth transfers. Prerequisite: Law 255 (may be taken concurrently); a prior or concurrent enrollment in Law 295 is recommended. 3 units. *Shaw*

342. Federal Courts. Ways in which federalism and the separation of powers affect federal courts and relations with other branches and the states. The jurisdiction of the federal courts, original and appellate: justiciability, Congressional authority to define and limit, diversity and federal question jurisdiction, removal, and pendent and ancillary jurisdiction; some aspects of the law applicable in federal court: *Erie*, federal common law, implied rights of action, civil rights actions and immunities of officials and governments; statutory and decisional abstention requirements; and judgments: direct review of state and federal decisions, federal-state res judicata, and collateral attack via habeas corpus. 3 units. *Underkuffler*

343. Fiduciary Obligation. Examination of the operation and significance of fiduciary obligation (obligation to be loyal to the interests of another person in preference to self-interest). Relationship to contract law. Common themes and problems in relationships subject to fiduciary norms. The law governing agency and partnership, relationships in which fiduciary obligation is intrinsic. The increasing application of fiduciary norms, obligations to act in good faith, long-term commercial relationships. Examples of complex statutory schemes, such as those regulating employee benefit plans and investment advisers, that impose fiduciary obligations on persons serving in designated capacities. 3 units. *Staff*

345. Gender and Law. This course examines topics in law relating to the law's treatment of and impact on women through a series of different theoretical perspectives that produce alternative understandings of the relationships between gender and law. Theoretical perspectives include formal equality, substantive equality, dominance theory, different voice theory, autonomy, and postmodern anti-essentialism. Substantive topics range from government benefits, family law, employment, domestic violence, and education to rape, contraception, abortion, and adolescent pregnancy. The course emphasizes relationships between theory and practice. 3 units. *Staff*

347. Health Care Law and Policy. A survey of the legal environment of the health services industry in a policy perspective, with particular attention to the tensions and trade-offs between quality and cost concerns. Topics for study: access to health care; the clash between professionalism and commercialism, including antitrust law; personnel licensure; private personnel credentialing and institutional accreditation; hospital organization and staff privileges; professional and institutional liability; cost-containment regulation, including certification of need; cost controls in government programs. Of interest to students interested in public policy and in law and economics as well as those with specific interests in the health care field. 3 units. *Havighurst*

350. International Banking Finance and Regulation. Focus on the dramatic rise to prominence of commercial and investment banking in the modern world of global finance. Presentation of the basic elements of international banking and securities law and the central principles of international safety and soundness standards and transna-

tional banking regulation. Attention to the United States, European, and Japanese systems of banking and securities regulation as these systems apply to institutions with an international outlook. Prerequisite: Law 305. 2 units. *Bhala*

352. International Business Transactions. An introduction to the formation, regulation, and dissolution of international business transactions. The primary focus of the course will be on the legal and practical aspects of multinational transactions; a secondary focus will be on the broader political and social context and consequences of these transactions. Topics to be discussed include: privatization, international securities regulation, extraterritoriality, sovereign immunity, and the collision of global marketplace solutions with local economic institutions. 2 units. *Audit*

354. International Human Rights. Aspects of international legal regulation of state conduct toward people within its jurisdiction. Development, strengths, and limitations of international human rights law; the mechanisms for human rights protection established by the United Nations, the Specialized Agencies, and quasi-judicial international bodies such as the Human Rights Committee and the human rights commissions and courts in Europe, the Americas, and Africa; definition and implementation of economic, social, and cultural rights; role of agencies such as the World Bank; particular legal issues concerning refugees, indigenous peoples, and human rights during armed conflicts; case studies. The influence of international standards on national law. 3 units. *Staff*

356. International Litigation. An examination of problems arising in litigation brought in federal courts by or against foreign nationals. Topics will include: (1) personal jurisdiction over foreign defendants; (2) service of process abroad; (3) forum non conveniens; (4) antitrust injunctions; (5) subject matter jurisdiction in international litigation; (6) foreign sovereign immunity; (7) forum selection clauses; (8) international arbitration; (9) taking evidence abroad; and (10) recognition and enforcement of foreign judgments. 3 units. *Carrington and Hillman*

358. International Organizations. An examination of the legal issues involved in the structure, functions, and operations of the United Nations and other international organizations within the international systems. Special attention will be given to International Organizations in Europe. 2 units. *Staff*

360. International Taxation. An examination of the federal income tax imposed on income earned in foreign countries either by citizens and residents of the United States or by foreign corporations that are controlled by citizens and residents of the United States. This course also includes a study of the federal income tax imposed on nonresident aliens and foreign corporations on their income derived from United States sources. Prerequisite: Law 255, 326 (may be taken concurrently), or consent of instructor. 2 units. *Shaw*

361. International Trade. This course examines various topics related to the conduct of international business. Subjects covered are international private trade, including private international contracts, dispute resolution, and letters of credit; national and international regulation of trade in goods, including the GATT; international regulation of monetary affairs through the IMF; foreign direct investment and transfer of technology. 2 units. *Bhala*

363. Legislation. A study of the factors involved in the development and passage of legislation, and in its interpretation by the courts. Topics covered include theories of legislation, legislative procedure and process, problems in drafting statutes, compilation of legislative histories, and determination of legislative intent. Research paper or examination. 2 units. *Danner*

366. Oil and Gas. A study of the law governing the recognition and protection of property interests in oil and gas in natural reservoirs and an analysis of the transactions,

particularly the oil and gas lease, by which the right to produce oil and gas is purchased. Although this course is focused on the private law problems of landowners and firms interested in mineral development, the legal problems and policy implications of government intervention for conservation and for economic regulation are considered. 3 units. *Staff*

367. Partnership Taxation. An examination of the federal income tax treatment of partners and partnerships, including problems arising from contributions of property to, and distributions of property from, a partnership; the validity of special allocations of taxable income and deductions; the consequences of sales and other transfers of partnership interests; the treatment of service partners; special problems concerning the investors' basis for deductions when a partnership raises capital by borrowing. Prerequisite: Law 255. 3 units. *Staff*

369. Patent Law and Trade Secrets. An overview of the legal framework for patents, including statutory requirements for patentability, disclosure requirements, infringement analysis, special problems of collaborative and competitive research, international issues, and the role of patent counsel in litigation. 3 units. *Sibley*

372. Professional Liability. The past fifteen years have seen a significant increase in the number, as well as the complexity, of claims asserted against professionals. The potential liability of attorneys, accountants, doctors, architects, and other "professionals" is a matter of great importance given the significant resources expended in providing professional services in the United States. This course will analyze the contours of liability principles in professional malpractice cases in the context of the legal, medical, and accounting professions. In addition, this course will study the interaction of malpractice cases with professional ethics and the theory of self-regulation. 3 units. *Staff*

374. Psychology of Litigation. The litigation process inherently involves psychological perceptions and evaluations. What causes people to pursue legal rights in the first place? Why does settlement of disputes occur? What causes litigants to prefer different types of resolution forums? How do jurors respond to witnesses and other types of evidence? The seminar will address these and other questions by reference to empirical social science literature. 2 units. *Staff*

376. Real Estate Financing. An examination of the law governing transactions in which land is used as security for a debt. This course will focus on the law of a single jurisdiction to allow students to work with the subject in a systematic and realistic fashion. Although most of the materials used will come from the legal system of California, reading assignments will also be made in a general textbook. Prerequisite: Law 215. 3 units. *Staff*

377. Regulated Industries. A study of government economic regulation and deregulation in such regulated industries as transportation, electric power, telephone, broadcasting, oil and gas, and health care, with emphasis on control of entry, mergers, and rates, and on the interface between regulation and the antitrust laws. 3 units. *Staff*

380. Research Methods in International, Foreign, and Comparative Law. The course provides a broad survey of research methods, techniques, and strategies in international, foreign, and comparative law. Among the subjects examined are: treaty law, the law of international organizations, international business transactions, European Community law, U. S. practice in international law, civil law, and other foreign legal systems, commonwealth law, and efficient use of LEXIS/NEXIS and WESTLAW. This course is a requirement for students enrolled in the J.D./LL.M. in comparative and international law. Other students may be admitted by consent of instructor. Students will conduct research on a specific topic determined by the instructor in consideration of the student's interest. 2 units. *Staff*

384. Securities Regulation. A study of the federal and state securities laws and the industry they govern with emphasis on the regulation of the distribution process and trading in securities; subjects dealt with include the functions of the Securities and Exchange Commissions, registration and disclosure requirements and related civil liabilities, "blue-sky" laws, proxy solicitation and reporting requirements, broker-dealer regulation, the self-regulatory functions of the exchanges, and the regulation of investment companies. 3 units. *Cox*

385. Securities Regulation: Advanced Topics. This class will focus on selected current issues in securities regulation and financial institution regulation. The selected issues will be explored in fact-specific settings from a client-oriented, hands-on perspective. One of the fact settings will involve a complete review of a major corporate transaction, such as an acquisition, recapitalization, or leveraged buyout. Emphasis will be placed on identifying the specific legal issues involved and evaluating the range of alternatives available to the client to achieve its business objective. Course work will include three or four memoranda of three to five pages each. Two of the memoranda will be done on a team basis, with each team consisting of two to three students. 3 units. *Staff*

388. Social Science Evidence and Law. Social science evidence has come to play an increasingly important role in civil and criminal cases at all levels of American courts. It is used, for example, in cases involving issues of trademark infringement, obscenity, discrimination, identification of criminal offenders, potential jury prejudice, misleading advertising, eyewitness reliability, sexual assault, self defense, dangerousness, and the fashioning of remedies. The goal of this course is to teach law students to become sophisticated consumers and critics of social science evidence. 3 units. *Vidmar*

393. Trademark Law and Unfair Competition. Instruction in advanced trademark law and unfair competition, with emphasis on current practice, theory, and literature. The Restatement of Unfair Competition Third (1994) will be thoroughly explored. Prerequisite: prior enrollment in Law 270. 2 units. *Lange*

CLINICAL COURSES

Courses under this subheading that are listed as taught by *Staff* are unlikely to be offered during the 1995-96 academic year.

400. AIDS Clinic (Clinical Course). An in-house legal clinic for persons with HIV/AIDS. Students will represent, under close supervision, persons with HIV/AIDS in document preparation (wills, living wills, health care powers, and powers of attorney); government benefits (medicaid, medicare, social security disability, food stamps); permanency planning for children; insurance coverage; guardianship proceedings; employment and housing discrimination; other cases affecting the legal rights of persons with HIV disease. Each student will have an individual case load and will be required to spend one hundred hours on clinic cases. Prerequisite: Law 245, Law 301, may be taken concurrently. 4 units. *McAllaster and Wettach*

405. Appellate Practice (Clinical Course). This course includes study of appellate practice and procedure in the federal courts and instruction in oral advocacy and brief writing. Students argue a difficult appeal to an experienced judge. Students who excel are selected for the Moot Court Board, competition for the Dean's Cup, and interscholastic competition in appellate advocacy. 2 units. *Beale, Ervin, Friedman, Schroeder, or Tacha*

410. Business Planning (Clinical Course). Advanced work in corporation, partnership, and income tax law, securities regulation, and accounting. Attention is focused on a series of problems that commonly and currently face business lawyers in the formation and financing of business organizations; restructuring ownership interests and financing their withdrawal; sales and purchases of businesses; and merger and other enterprise

combination, enterprise division, and dissolution. The problems are analyzed, and solutions are presented in class discussion and papers by an integrated approach that embraces the interplay of restraints posed by various areas of the law. Prerequisite: Law 326 (may be taken concurrently). 3 units. *Staff*

415. Child Advocacy (Clinical Course). A two-semester practicum in child advocacy. Students will be assigned to represent children in abuse and neglect cases in Durham County, under the supervision of members of the Durham bar and the course instructor, pursuant to the North Carolina Rules Governing the Practical Training of Law Students. Students will gain experience in interviewing, counseling, negotiation, case planning, trial practice, motion practice, and discovery. Students will participate in a classroom seminar, in which the practical and ethical considerations involved in representing children will be explored. Medical doctors, social workers, psychologists, judges, and attorneys will participate in the seminar sessions. Exercises will sharpen skills. Prerequisites: (or corequisites) Law 250 and 420. 4 units. *Staff*

420. Civil/Criminal Trial Practice (Clinical Course). An introduction to the civil and criminal litigation process and attendant skills. This course emphasizes the interactions between attorneys and witnesses and between lawyers and juries by use of simulation and videotape pedagogy. Areas of inquiry include opening statements, closing arguments, direct- and cross-examination of lay and expert witnesses, objections, introduction of evidence, and trial preparation. Each student completes the course requirements by participating as counsel in a full jury trial. In the spring semester, instruction will be concentrated in the first half of the semester. It will begin with an intensive weekend of instruction in January. Prerequisite: Law 245. 3 units. *Becton, Beskind, Sandra Johnson, Kuniholm, or T. Maher*

423. Civil Pretrial and Trial Practice (Clinical Course). This course uses simulated exercises to introduce the students to all aspects of the civil litigation process. The instructors will serve in the role of senior partners and the students will act as associates in competing law firms to work through a civil case to develop skills in the areas of interviewing, fact investigation, case evaluation and strategy, preparation of pleadings, pretrial motions and conferences, jury selection, opening statements, introduction of evidence, direct and cross examination, trial motions, closing arguments, and posttrial motions. The course will end in a jury trial. Prerequisite: Law 245. 6 units. *Glenn and McAllaster*

430. Criminal Litigation (Clinical Course). An examination of the lawyering process in criminal cases from the point of view of the criminal justice practitioner. Using videotape simulation, students will participate as attorneys in simulations of various stages of the criminal justice process from initial interview through trial, with special emphasis on pretrial proceedings. The clinical phase of the seminar requires each student to practice with criminal justice practitioners pursuant to the North Carolina Rules Governing Practical Training of Law Students. Placements include district attorneys, the public defender, and private defense counsel. Prerequisites: Law 226, 245, and 420. 4 units. *T. Maher and Rudolf*

435. Death Penalty Clinic (Clinical Course). This clinic will include a seminar and a field component. The seminar will focus on issues arising in collateral proceedings in federal court to challenge the constitutionality of the conviction or sentence of a capital defendant. Supreme Court decisions will be reviewed. Challenges to the death penalty are developed. Procedural obstacles to the death penalty are examined. The field work component will be arranged through the North Carolina (Death Penalty) Resource Center. Students will be required to complete one hundred hours of work in their placement either directly with the Resource Center or with individual defense attorneys who are handling cases with the Center. 5 units. *Coleman and Mosteller*

440. Estate Planning (Clinical Course). An examination of the problems and techniques of estate planning and administration, including the income taxation of trusts and estates. Students prepare planning recommendations and draft related documents for hypothetical clients. Prerequisites: Law 255, 295, 326 (may be taken concurrently), and 340. 3 units. *Shaw*

445. Forensic Psychiatry (Clinical Course). This course is designed to provide the student with a working knowledge of the major areas of interface between psychiatry and law. Basic concepts of clinical psychiatry and psychopathology will be highlighted. Attorney and psychiatrist roles in the commitment process, right to treatment and right to refuse treatment, competency to stand trial, and criminal responsibility will be explored. Discussion of assigned readings, short lectures, interviews and observation of patients involved in legal proceedings, films, guest speakers, and field trips will form the basis of the course. 3 units. *Sally Johnson*

460. Negotiation and Mediation (Clinical Course). This course is designed to explore the processes of negotiation and mediation in legal and quasi-legal contexts. Approximately 50 percent of the time will be devoted to theory about the social processes involved in the development of conflict and its resolution. The other half of the time will be devoted to case analysis, simulations, and related participation activities intended to give the student insights into styles and strategies of negotiation and mediation. 3 units. *Dimond, Ellis, or Vidmar*

470. Poverty Law (Clinical Course). A broad study of poverty, poverty programs, and the U.S. civil justice system, and their impact on low income people. Topics include access to justice; demographics of poverty; skills workshop; food, health, housing, economic, and education programs. 3 units. *Spruill*

SEMINARS

Courses under this subheading that are listed as taught by *Staff* are unlikely to be offered during the 1995-96 academic year.

502. Antitrust Practice (Seminar). A study of selected current antitrust problems conducted by a professor and a former chairman of the Federal Trade Commission. In addition to examining problems of current doctrinal and theoretical interest (e.g., vertical restraints, merger policy and joint ventures, standard setting and certification, implied exemptions, and professional self-regulation), the class will be given assignments of a practical (clinical) nature. Prerequisite: Law 205. 2 units. *Staff*

503. Athletics and Antitrust (Seminar). An examination of the economic structure of professional and college sports and the antitrust implications of centralized control through leagues and associations. Among the matters to be considered are the antitrust issues raised by rules controlling player movement, league control of franchise relocation, limitations on ownership rights, NCAA control of broadcast arrangements, and restrictive definitions of amateurism. Prerequisite: prior or concurrent enrollment in Law 285. 2 units. *Weistart*

506. Black Legal Scholarship (Seminar). The legal scholarship of black and other legal scholars on the relationship between race and the law. The influence of race on the interpretation and formation of law in constitutional and statutory settings. Examination of materials including cases, law review articles, books, and nonlegal material. Purpose: to permit participants to answer whether there can be a black perspective on the law, and what such a perspective has to say about substantive areas of the law including constitutional law, torts, property, and criminal law. Also, how black legal scholarship fits in with extensive feminist legal scholarship and other "parochial" concerns in this age. The concern that "black" is used to mean only black men, not black women. 2 units. *Culp*

508. Chinese Law and Society (Seminar). This course will survey Chinese legal thought and practice in the People's Republic of China. Particular attention is focused on the relation of law to social ideals, to social change, and to politics. The course will consider socialist theories of law, conventional criminal and civil processes, informal and extrajudicial institutions, international law, and trade law. Prior familiarity with Chinese history or politics is unnecessary. 2 units. *Staff*

509. Chinese Legal History (Seminar). A survey of Chinese legal history that focuses on late imperial law in the Qing dynasty (1644-1911). Attention will also be given to the legal transformations in the twentieth century. The course examines the way in which a legal system creates and reflects a society's structures and values in a mutually interactive process that constructs a particular "legal sensibility." Readings are drawn from Chinese codes, cases, and "detective novels" as well as, for comparative purposes, from European and American legal history. No previous background in Chinese history is required or expected. 2 units. *Ocko*

511. Comparative Administrative Law (Seminar). An introduction to the comparative study of the major systems of administrative law in the West. This seminar is designed to introduce students to public law institutions and practices in systems substantially different from their own, to relate this knowledge to American law in order to enhance the student's understanding of the latter, and to place the rules and institutions of administrative law within their broader political, social, and ideological contexts. It will commence with an introduction to comparative methodology in the public law context. The second part comprises a macro-survey of the British, French, American, German, and Australian systems. Finally some specific topics will be selected for more detailed, micro-comparison. Prerequisite: a course in administrative law. 2 units. *Staff*

512. Comparative Public Law and Policy: Ethnic Group Relations (Seminar). An interdisciplinary seminar to appraise various approaches to the reduction of conflict in deeply-divided societies, primarily in Asia and Africa. Substantial attention will be paid to the nature of ethnic identity, the sources of group conflict, and the forms and patterns it takes. Consideration will be given to methods of analyzing social science materials and utilizing them for the design of policies, laws, and institutions. Approaches include federalism, regional autonomy, electoral law, parliamentary and presidential arrangements, programs to prefer under-represented ethnic groups in education, employment, other spheres of economic activity. Emphasis on forecasting and evaluating the impact of alternative approaches. 3 units. *Horowitz*

515. The Congress: Topics (Seminar). .01 The Congress: Government, Business, and Public Policy. Fall Semester. .02 The Congress. Spring Semester. Variable credit. *Kaufman and Schroeder*

517. Constitutional History: The Crisis of the 1930s (Seminar). This course will examine the impact of the Great Depression, Franklin D. Roosevelt, and the New Deal upon the Supreme Court. It will analyze the major cases of the 1930s and the developing crisis that comes to a culmination in the Court-packing plan and "the Constitutional Revolution of 1937." 2 units. *Staff*

518. Constitutional Law: Advanced Topics (Seminar). This seminar will focus on constitutional remedies, methods employed by federal courts in remedying constitutional violations, with particular emphasis on structural reform litigation (involving, for example, desegregation in schools and housing). The course will consider the goals of constitutional remedies, problems in implementing decrees, possible limits on judicial authority, and related issues. A paper is required. 2 units. *Staff*

519. Constitutional Law: The Written and the Unwritten (Seminar). Modern constitutional law has no good account of what it means to "interpret" the Constitution.

Nor of why a document drawn up by individuals two hundred years ago should be legitimately binding on anyone today. Nor of how to justify the unwritten constitutional rights currently in force (for example, privacy), as opposed to those repudiated in the past (for example, *Lochner*). This course will explore those three matters as part of a unified field: the conditions for, implications of, and contradictions within, the project of popular self-government. The goal is to end with a theory of how the unwritten text of the constitution should be interpreted, and how unwritten guarantees should be evaluated. 2 units. *Staff*

520. Constitutional Theory (Seminar). Examination of the role of the Supreme Court and problems of method in deciding constitutional issues. Topics include the current controversy over "original intent," problems of interpretation, the uses of history, legislative motive, the "countermajoritarian difficulty," legislative facts, and interest balancing; also, left (Critical Legal Studies) and right critiques of mainstream constitutional doctrine, and some illustrative application of various of these "method" questions in current or recent major cases. Interest in the role of the Supreme Court in American government. Prerequisite: Law 120. 2 units. *Staff*

522. Contemporary Jury (Seminar). The jury plays a central role in American criminal and civil law. Its effects extend beyond the cases that are tried before it because it sets the standards around which settlement negotiations occur. It is a controversial institution that has been vigorously defended by some and severely criticized by others who have labeled it incompetent, biased, capricious, and irresponsible. In this seminar we will explore the role and performance of the jury in modern American society. 2 units. *Staff*

524. Corporate Governance and the Professional (Seminar). Examination through case studies and readings of the role of the attorney in a variety of contexts within the public corporation, testing the meaning of social responsibility and the professional and moral obligations of the attorney. Special attention to how organizational structure contributes to misbehavior and organizational deficiency; socially responsible behavior among deals and wealth; attorney's influence on client corporation transactions. Case studies include unsafe products, pollution, plant closure, political corruption, management restructurings, violation of health and safety laws. 2 units. *Staff*

525. Corporate Restructuring (Seminar). A case study approach to advanced bankruptcy issues raised by Chapter 9 and Chapter 11, using recent pleadings and decisions in cases involving Texaco, Insilco, Eastern Airlines, Orange County, Continental Airlines, VMS Properties, and DeLaurentis Entertainment. Prerequisite: Law 308 or consent of instructor. 2 units. *Coyne*

526. Dispute Resolution (Seminar). One of the most significant recent developments in civil procedure is the evolution of alternative methods of resolving disputes. Under the general label of alternative dispute resolution (ADR), courts and private parties are increasingly using nontraditional methods to resolve disputes that previously were resolved through the traditional court process. Course materials will cover negotiation, arbitration, and mediation, as well as specific ADR techniques such as the mini-trial, court-annexed arbitration, and the summary jury trial. Special attention to empirical analysis of the impact of alternatives. 3 units. *Metzloff*

528. English Criminal History (Seminar). This seminar will examine the development of several crimes in the common law societies of England and America from the Middle Ages to the present. The work will be both historical and comparative; works on legal philosophy will also be examined. In addition to the class work, law students will be required to write a paper of professional quality on the evolution of a particular crime. Limited Law School enrollment. 2 units. *Staff*

530. Entertainment Law (Seminar). An introduction to selected theories, statutes, and regulations (other than intellectual property law) governing principal undertakings, business transactions, and legal relationships in the entertainment industry, including publishing, the theater, television and motion pictures, music, and related fields. Prerequisite: concurrent or prior enrollment in Law 270. 3 units. *Lange*

531. Environmental Ethics (Seminar). This course will be a critical examination on how several philosophical and jurisprudential traditions address the issues of environmental quality and resource depletion. The traditions to be examined will include utilitarianism, Kantianism, the land ethic of Aldo Leopold, and the Aristotelian emphasis on virtue and character. A paper exploring specific issues within one or more such traditions will be required. 2 units. *Staff*

533. Ethical Issues in Civil Litigation (Seminar). This seminar will examine various ethical and professionalism issues relating to the conduct of civil litigation. It will include a detailed examination of those procedural rules and developments relating to the conduct of attorneys, most notably Rule 11. In addition, the seminar will investigate the origins of "zealous advocacy" and explore recent criticisms of that notion. Other specific topics will include (1) ethics and negotiation; (2) the lawyer's ethical duties to consider or use alternative dispute resolution; and (3) work-product and attorney-client issues in civil litigation. Enrollment limited to sixteen. 2 units. *Metzloff*

534. Ethical Issues in Criminal Practice (Seminar). Focus on ethical issues in criminal practice, including ethical responsibilities of prosecutors and defense attorneys in effectively representing clients within the context of our adversary system and the requirements of our state and federal constitutions. 2 units. *Staff*

536. Ethical Issues for the Government Lawyer (Seminar). The various codes of professional conduct as well as the broader wisdom of the American legal profession about the ethics of lawyering center on the role and life of the lawyer in private practice. Lawyers who work for and in public institutions have significantly different moral problems and possibilities. This seminar will address the ethics of government lawyering. Topics will include the peculiarities of identifying the government lawyer's "client" (the employing institution, his or her political superiors, "the law?"); government ethics laws and the paradox of the whistleblower; the ethics and ethos of life in a bureaucracy; and the possibility of public service in an age of cynicism. C-L: Christian Ethics 234. 2 units. *Staff*

537. Ethical Issues in Gratuitous Transfers and Familial Relationships (Seminar). An exploration of professional responsibility issues that arise in private, noncommercial relationships, including trusts, testamentary disposition of property, divorce, child custody, adoption, and reproductive agreements. 2 units. *Staff*

538. Ethical Issues for Lawyers in Corporate Law and Practice (Seminar). This course examines a range of ethical issues for lawyers in transactions and litigation involving corporate parties. In particular, the course examines ethical issues incident to negotiating and advising in transactional contexts, to litigation brought on behalf of a corporation's shareholders or derivatively on behalf of the entity itself, and to dimensions of relationships between a corporate client and its inside and outside counsel. Prerequisite: Law 210, which may be taken concurrently. 2 units. *Staff*

540. Evidence: Advanced Topics Related to (Seminar). Issues include: Hearsay and Confrontation Clause doctrine relating to expansion of traditional hearsay exceptions, creation of special new exceptions, eliminating need for child's presence and/or testimony; special expert testimony regarding credibility and recognized or emerging syndromes; new methods using videotape for testimony; procedures for handling children as witnesses; elimination or relaxation of competency requirements for certain

crimes involving child victims; elimination or modification of evidentiary privileges afforded to professionals in criminal or civil proceedings related to child abuse; and social science research regarding accuracy and honesty of children as witnesses and perception of that credibility by jurors. 3 units. *Staff*

541. Exempt Organizations (Seminar). Consideration of state and federal regulation of nonprofit entities, with attention to organization of such entities under state law. Qualification for exemption from taxes will be examined, along with the applicability of special taxes that other organizations are subject to, including taxes on prohibited self dealing, failure to meet minimum distribution requirements, and conduct of a business unrelated to the exempt purpose of the organization. Examination of limitations on deductions for charitable contributions, and the state and federal regulation of fund-raising and lobbying activities of exempt entities. 2 units. *Staff*

543. Federal Practice of Civil Rights and Civil Liberties (Seminar). A study of advanced constitutional law and federal practice, working through a series of problems to provide: (a) familiarity with the principal federal statutes (procedural, substantive, and remedial) used in civil rights litigation; (b) their judicial interpretation and application; and (c) a consideration of frontier constitutional issues. 3 units. *Van Alstyne*

545. Feminist Legal Theory (Seminar). An examination of the theoretical underpinnings of feminist legal thought, including alternative concepts of equality, competing theories of the individual, the community, and the state, theories of social change, and feminist legal methodology. Seminar emphasizes tensions within feminist legal thought and cross-disciplinary feminist challenges to the concept of law. Law 345 is strongly recommended, but not required. 3 units. *Staff*

547. Food and Drug Law (Seminar). A study of food and drug law as a classic paradigm of administrative law. Examination of policy, ethical, and legal issues underlying several public health issues, including standards for new drug approvals, regulation of carcinogens in foods, FDS's authority to regulate commercial free speech, international standardization of drug approval requirements, ethics of drug testing in the context of development of AIDS drugs, unapproved uses of drugs, regulation of biotechnology, regulatory status of breast implants, promotion of prescription drugs, FDS's authority to regulate cigarettes. 2 units. *Staff*

548S. Development of United States Courts of the Fourth Circuit (Seminar). Examines judges, courts, and law of United States district and old circuit courts and Court of Appeals: Maryland, Virginia, West Virginia, North Carolina, South Carolina, 1789-1958. Consent of instructor required. C-L: History 255A and Political Science 238S. 3 units. *P. Fish*

550. Health Care Financing and Competition (Seminar). This seminar may be taken either as an extension of Health Care Law and Policy (347) or for advanced study in antitrust law. The subjects covered are private health care financing; alternative delivery systems; related antitrust issues; hospital mergers. 2 units. *Havighurst*

552. The History of the American Legal Profession (Seminar). This seminar will examine the role of the legal profession in the scheme of constitutional government as envisioned in the eighteenth century and the ways in which that role and vision have been modified by subsequent events. It is intended to afford students an opportunity to reflect on the extent to which their own careers can and should serve a public purpose. Editorial comment on the instructor's work in progress will be invited. 3 units. *Carrington*

555. International Environmental Law (Seminar). Mechanisms, institutions, rules relating to regional and global environmental issues. Responsibility and liability in international law for environmental damage; marine pollution, and the role of the International Maritime Organization; regulation of transboundary atmospheric pollu-

tion, ozone-depleting gases, cross-border movement, disposal of hazardous wastes; regulation of nuclear activity and the role of the International Atomic Energy Agency; special environmental regimes; conservation of endangered species and areas through CITES, the World Heritage convention, other treaties; deforestation and biodiversity; the role of UNEP, regional, bilateral bodies; regulation of greenhouse gas emissions. 2 units. *Kingsbury*

557. International Law and International Relations (Seminar). Fundamental topics about the nature of international law and its roles in international relations. Recent work by lawyers and specialists is assessed and applied to analysis of major practical problems in international law. Issues include: authority and justification in international law; claims to coherence in the discourse of international law; explanations of cooperation among states, and its limits; relations between municipal, transnational, and international levels of law; the place of law in the formation, maintenance, change, and termination of international regimes and institutions; means for measuring and evaluating compliance or noncompliance; and problems in the international legal system. Prerequisite: Law 275 or 354. 2 units. *Staff*

559. International Transactions with Japan (Seminar). An introduction to various topics, legal and nonlegal, related to the negotiation of international transactions with Japanese companies and government agencies. Topics will include dispute resolution, the role of lawyers, and contract law in Japan. We will examine the techniques and tactics that are encountered in negotiations with Japanese companies and government agencies. Enrollment is limited to fifteen students. 2 units. *Staff*

561. Japanese Legal Institutions (Seminar). This course is designed to explain and examine functions of the courts, the Diet, and various government ministries by focusing on major environmental cases in Japan. The course material is organized to consider the following problems: (1) environmental disputes and resolutions since Meiji Restoration (1887); (2) the role of the courts in pollution disputes; (3) legislative responses; (4) regulatory schemes; (5) contemporary environmental issues in Japan; and (6) an assessment of Japanese environmental law and policy. Students are asked to explore if there is "Japanese legal culture" fit to explain the workings of Japanese legal institutions in dealing with environmental problems common to any industrial country. 2 units. *Staff*

563. Jewish Law (Seminar). Study of factors (cultural and juristic) in the development of Jewish law, especially in the Talmudic and medieval periods; relationship between "religious" and "civil" law; the legal codes and the decision-making process of the rabbinic courts. Some legal texts (in translation) will be submitted to intensive examination. 2 units. *Staff*

566. Judicial Responsibility (Seminar). This seminar will examine a number of topics relating to the judicial role in dispute resolution. Topics will include (1) the judge's duty of recusal; (2) judicial first amendment rights to comment on pending cases or to participate in political activity; (3) judicial obligation and authority to control the legal profession; (4) ethical issues raised by active judicial management; (5) ethical duties in judicial decision making; and (6) the propriety of judicial involvement in the settlement process. 2 units. *Staff*

568. Justice, Law, and Commerce in Islam. Islamic approaches to the legal and ethical regulation of social life. C-L: Religion 254. 3 units. *Cornell*

570. Land Use Planning (Seminar). An in-depth study of select jurisdictions to determine the impact of various legal issues in land use planning on communities in those jurisdictions, including the "taking issue"-section 1983; the Central Business District and the Sherman Act; the impact of changing demography in the last thirty years

on local zoning policies; the acceptance or rejection of the halfway house; and the attitude of communities toward "time sharing." A term paper is expected. 3 units. *Staff*

573. Law of the Sea (Seminar). An examination of the legal problems resulting from uses of the seas and the efforts made toward resolution of those problems. This seminar's focus is on the jurisdictional problems created by the competing claims of nation-states to competence as to the territorial sea, the continental shelf, the contiguous zone, economic zones, and the seabed. These claims are examined in the context of specific uses of the seas, including navigation, military, fishing, extraction of minerals, and scientific research. Prerequisite: Law 275 (may be taken concurrently). 2 units. *Staff*

575. Legal Writing: Advanced (Seminar). Intensive practice in various modes of legal writing, using workshop-style critiquing of drafts, peer review, and computerized aids as well as feedback from the instructor. Critiques will be on all aspects of writing, including style, substance, and structure. 2 units. *Staff*

578. Liberalism and Legal Theory (Seminar). This course will begin by reading some key documents in the history of liberal theory (Milton, Mill, Locke, Hamilton). We will then examine contemporary debates centering on liberalism and the construction of the legal order. Readings in Rawls, Nozick, Sandel, MacIntyre, etc. In the last part of the seminar, the issues that have surfaced will be used to organize and illuminate current debates in first amendment jurisprudence. 3 units. *S. Fish*

580. Medical-Legal-Ethical Issues (Seminar). A seminar composed of students and faculty from the Medical, Law, and Divinity Schools that will critically consider selected pertinent issues of mutual professional interest. 2 units. *Shimm et al*

582. National Security (Seminar). A study of military jurisdiction; martial law; law of war; civil court review of military actions; power of commanders over military installations; status of forces agreements; operations law; antiterrorist measures and legislative process. 3 units. *Everett*

583. Philosophy of Law (Seminar). Selected problems and topics in legal theory. 3 units. *Staff*

584. Political Philosophy and Law (Seminar). The seminar will analyze the relationships between political theory and the law in contemporary philosophy. Authors such as Strauss, Arendt, Foucault, Habermas, and others will be studied in this context. The discussions in the seminar will be related to an abstract theoretical framework and to concrete contemporary legal and political issues. The seminar will meet during the first five weeks of the semester. A paper on an assigned topic will be the basis for the grade. The seminar should be of special interest to students in the International and Comparative Law and Philosophy joint degree programs. 2 units. *Staff*

586. Property: Advanced Topics (Seminar). Examination of the concept of property, its place in liberal democratic theory, its usefulness in resolving current social conflict issues. The concept of rights. The particular right of property and the extent it should be placed beyond the democratic process. Property concepts used in resolving issues such as reproductive freedom, organ transplants, economic rights. First Amendment freedoms. 2 units. *Underkuffler*

588. Responsibility in Law and Morals (Seminar). Investigation of the relationship between responsibility in the law and moral blameworthiness; excuses and defenses; the roles of such concepts as act, intention, motive, ignorance, and causation. Texts: Holmes, *The Common Law*; Hart, *Punishment and Responsibility*; Morris, *Freedom and Responsibility*. 3 units. *Golding*

590. Risk Assessment and Management (Seminar). An integrated analysis of society's efforts to deal with risks of injury to humans and other life. Through examina-

tion of cases drawn from diverse areas such as workplace, auto, medical, food, and public safety, air pollution, global atmospheric change, and biotechnology, the course will explore cross-cutting problems as conducted by individuals, markets, courts, agencies, the White House, and international bodies. Problems addressed will include: scientific expertise and public perception; conceptions of natural and synthetic risk; incomplete information, uncertainty, and precaution; the impact of risk assessment on risk management; the consequences of different risk management approaches and the dilemma of risk tradeoffs. Prerequisite: Law 235. 2 units. *Wiener*

592. Telecommunications Law (Seminar). This seminar explores contemporary issues in international telecommunications regulation, especially in the United States; emphasis will be on the future: the information highway; new technologies; and new legislative and market strategies in America and elsewhere in the world. Frequent guest lecturers. 2 units. *Lange*

594. Theological Dimensions of the Law (Seminar). A legal system inevitably overlaps with systems of belief and value, usually but not always termed religious, which claim to provide an ultimately valid construction of reality and a finally determinative set of values. Historically, most cultures have recognized this overlap by enlisting the law as a servant of religion and/or by invoking religion as the underlying justification for the law. It is arguable that the United States has attempted to do neither. This course will examine Western religious and theological reflections on the nature and legitimacy of law and politics and on the appropriate course requirements through a variety of means. 3 units. *Staff*

596. Toxic Substance Regulation (Seminar). This seminar will examine the legal policy issues posed by efforts to anticipate and control exposure to the risk of harm from toxic substances. It will examine a number of different legal methods, including the statutory approaches of FIFRA, CERCLA, OSHA, FDCA, and also including the emerging field of toxic torts. The objectives of the seminar are to develop substantive competence in these regulatory regimes while also comparing the strengths and weaknesses of them. 2 units. *Staff*

598. Violence, the Media, and the Law (Seminar). Legal policies relating to violence and the media are debated in a number of government forums, including Congressional hearings, Federal Communications Commission regulatory proceedings, and judicial cases. Assessing the information presented in these debates involves knowledge of a number of disciplines, including law, economics, political science, and public policy. This course will expose law students and graduate students in public policy to an exploration of the controversies over the depiction of violence by the media. It will familiarize the students with relevant research and various attempts to deal with these controversies in both the public and private sectors. 2 units. *Staff*

INDEPENDENT STUDIES AND TUTORIALS

605. Chinese for Legal Studies. An introduction to the terminology and basic concepts of Chinese law. Reading and analysis of legal texts (codes, cases, contracts, wills). Communication about law and law-related issues in Chinese. Prerequisites: three semesters or equivalent of Chinese and consent of instructor. 2 units. *Lin*

610. Exchange Program. Credit/no credit. 12 units. *Staff*

620. Externship in International Law. Credit/no credit. 14 units. *Staff*

630. French for Legal Studies. An introduction to the terminology and basic concepts of French law. Reading and analysis of legal texts (codes, cases, contracts, wills). Communication about law and law-related issues in French. Prerequisites: three semesters or equivalent of French and consent of instructor. 2 units. *Staff*

635. German for Legal Studies. An introduction to the terminology and basic concepts of German law. Reading and analysis of legal texts (codes, cases, contracts, wills). Communication about law and law-related issues in German. Prerequisites: three semesters or equivalent of German and consent of instructors. 2 units. *Bernstein and Bernstein*

640. Independent Research. Law students in their second and third year of the J.D. or LL.B. programs may undertake up to four semester hours of independent research in any academic year if the research is approved by a faculty member. Research will be graded on a credit/fail basis. Students undertaking independent research will meet regularly with the faculty member supervising the research in order to ensure contemporaneous discussion, review, and evaluation of the research experience. Variable credit. *Staff*

650. Japanese for Law and Business Professionals. Nonstop Japanese conversation. Discussion of Japanese newspapers and magazines covering law, business, economy, and politics. Intensive lesson in Keigo (respect language). Certain level of Japanese in speaking, reading, and writing is required. 2 units. *Staff*

655. Spanish for Legal Studies. An introduction to the terminology and basic concepts of Spanish law. Reading and analysis of legal texts (codes, cases, contracts, wills). Communication about law and law-related issues in Spanish. Prerequisites: three semesters or equivalent of Spanish and consent of instructor. 2 units. *Posadas*



Degree Programs



The First Professional Degree in Law

Juris Doctor. Upon favorable recommendation of the faculty, the degree of Doctor of Law (J.D.) will be conferred upon students who have successfully completed the following requirements:

1. six semesters in residence at Duke, during a minimum of eighty-four weeks of class; and
2. a passing grade in courses aggregating eighty-six semester-hours, or, for the 1995 entering class, eighty-four semester hours; and
3. a grade-point average of at least 2.1 and status in good standing under the rules of the Law School.

Six hours of credit toward the J.D. degree (nine with special permission of the Administrative Committee), may be earned in courses taken at Duke outside the Law School in the Graduate School or in upper-level undergraduate courses or in courses in foreign languages.

Two semesters of law study undertaken at another accredited American law school may be counted toward the required total if the final two semesters (exclusive of a summer session) and a minimum of fifty-six semester-hours of law study are completed at Duke, except as specifically authorized by the law faculty.

Bachelor of Law Degree. Upon favorable recommendation of the faculty, the degree of Bachelor of Law (LL.B.) will be conferred upon students who have satisfied all of the requirements listed above as necessary for the Doctor of Law degree but who do not possess a baccalaureate degree prior to completion of the program of study for the Doctor of Law degree.

Joint Degrees for Enrichment: Summer-Entering Programs

Master of Arts for Law Students. The School of Law and the Graduate School of Duke University jointly sponsor a program of study in law and several alternative disciplines, including cultural anthropology, economics, English, environmental studies, history, mechanical engineering, philosophy, political science, public policy science, Romance studies, and an interdisciplinary program in the humanities. The purpose of the program is to encourage the broader intellectual interests of law students and to foster dialogue between law and related disciplines. Upon satisfactory completion of the required course of study, candidates will be awarded both the M.A. or M.S. and J.D. degrees.

Students enter the joint J.D./M.A. (or M.S.) program in the summer prior to the first year of Law School, undertaking a portion of the first-year law curriculum. Throughout their remaining six semesters in residence, students will combine their legal studies with courses selected from the Graduate School curriculum, generally taking two Graduate

School courses per semester during the first year and four more Graduate School courses in the final four semesters.

Master of Laws (International and Comparative Law). Since 1985, the Law School has offered the opportunity to selected J.D. candidates to pursue a Master of Laws degree emphasizing international and comparative law study contemporaneously with their study for the J.D. degree. Students accepted to this joint degree program will enter in the summer, undertaking a portion of the regular first-year curriculum with students who are enrolled in the joint J.D./M.A. summer program. During the remaining six semesters of law study and in a four-week period of summer study at Duke's Euro-America Institute of Transnational Law at the Free University of Brussels in Belgium, or its Asia-America Institute of Transnational Law in Hong Kong, or in another approved program, J.D./LL.M. students will complete requirements for both degrees.

Candidates for the LL.M. degree will be required to complete twenty credit hours of approved courses, which must include International Law (Public), Comparative Law, Research Methodology in International, Foreign, and Comparative Law, and coursework or an independent study for which a significant piece of writing is required. Candidates must obtain a minimum grade point average of 2.5 in these courses. Students must also demonstrate competency in at least one foreign language. Six of the twenty hours required for the LL.M. may be taken in the Graduate School or in upper-level undergraduate course work, including advanced language study. In addition to the required courses, the courses applied toward the LL.M. consist primarily of those in international, comparative, and foreign law at the Law School and at one of the Institutes of Transnational Law but may also include courses taken in related fields in other divisions of the university. The area studies program at Duke is particularly rich in courses dealing with Canada, China, Germany, and Japan.

Accelerated J.D. Program

Since 1990, the Law School has offered a program under which students may earn a J.D. degree in less than three years. Participants begin Law School during the summer before the first year of Law School, attending classes with joint degree candidates. During a later summer they must attend classes at another ABA/AALS-accredited law school. While certainly not for everyone, this program will enable participants to reduce by approximately six months the time required to obtain a J.D. degree, which may have the effect of lowering the effective cost of a legal education. At the time of their application for admission, interested students must designate that they are applying for this accelerated program.

Advanced Professional Degrees in Law

The Law School program is primarily designed to serve students seeking a first professional degree in American law. Except for international students and participants in the J.D./LL.M. program described above, students are rarely admitted for the purpose of continuing the study of law at the master's or doctoral levels, although the faculty is empowered to authorize such admissions. Applications for such study by American graduates of American law schools are not sought. International students should consult the chapter of this bulletin addressed to them.

Master of Laws (LL.M.). Most international students seek the master's degree, having already been trained in the law of their own countries. To qualify for this degree, the student must successfully complete two semesters of study in residence, and no fewer than twenty-one semester-hours with a cumulative grade point average of 2.5. Included in the twenty-one credits of work must be at least two credits of individual written work to be completed either in a seminar or in an independent study course supervised by a faculty member. Most students are also required to take a first-year

course. Most foreign students will be expected to enroll in Introduction to American Law, which provides an overview of several areas of the American legal system as well as a two-credit legal writing course which offers instruction and practice in the kinds of written tasks facing American law practitioners.

The remainder of the academic program is individually selected by the student from the curriculum offerings for first-year and upperclass students. International students attend classes with American students and are graded on the same basis. The degree is granted to students who achieve a grade point average of 2.5 on a 4.5 scale by the end of the academic year. Candidates are expected ordinarily to complete the LL.M. degree in one year.

Doctor of Juridical Science (S.J.D.). International students who have earned a degree at the master's level from an accredited American law school may be admitted as candidates for the S.J.D. degree. Only international students who have achieved superior academic performance during the master's degree program as well as at their home institutions should apply to the S.J.D. program. Samples of written work, such as completed seminar papers, should be included with the application. Candidates will be asked to complete one or more additional semesters of coursework before beginning the doctoral thesis. The program will take from one to three years to complete, depending on the time necessary for research and the production of the doctoral thesis. It is expected that S.J.D. candidates will conduct original research and make a contribution to legal scholarship. A committee of the primary faculty supervisor and two additional faculty members will assess the progress of the S.J.D. candidate and the research product. A preliminary description of the thesis topic should accompany the application. Only one or two students gain admission to this program of study each year.

Other Professional Degrees for Lawyers

Advanced degrees may be pursued in conjunction with the J.D. degree. Under any approved joint-degree programs, including those described below and those approved on a case-by-case basis by individual application, the Law School recognizes twelve credits from the other degree program toward the J.D. requirements, as long as both are completed at the same time.

Master of Business Administration. The School of Law and Duke's Fuqua School of Business have established a combined program of study in law and graduate-level business administration. The program provides the opportunity to acquire an education in both law and business administration in four years. Upon satisfactory completion of the required course of study, candidates will be awarded both the M.B.A. and the J.D. degrees.

The student in the M.B.A.-J.D. program can enroll the first year in either the Fuqua School of Business or the School of Law. If the student begins in the Law School, the first-year curriculum is the same as that of other law students; if the student begins in the Business School, the first-year curriculum is the same as that of other graduate business students. The student's second year consists of the full first-year program of the other school. In the third and fourth years of the program, the student takes courses in both schools, with about two-thirds of the courses taken in the Law School. Students interested in the health care industry may elect to concentrate their work in the Fuqua School in health administration.

Master of Public Policy. The School of Law and the Terry Sanford Institute of Public Policy of Duke University have established a combined four-year program of studies in law and graduate-level policy sciences. The program provides an opportunity for students to acquire decision-making skills and substantive policy knowledge that would be useful in dealing with problems of the public sector. Upon satisfactory completion of the required course of study, candidates will be awarded both the M.P.P.

and the J.D. degrees. The combined program requires completion of seven or eight academic semesters and one summer internship. The first year is spent exclusively in the Law School; the second year exclusively in the Institute of Public Policy; and the third and fourth years primarily in the Law School with some coursework in the institute. In addition, the student must select a substantive policy area in which to concentrate from among the fields of the administration of justice, communications policy, health policy, and education policy; a summer internship and thesis will be required in the chosen area.

Doctor of Medicine. The School of Law and the School of Medicine of Duke University jointly sponsor a program of combined legal and medical education. The program provides an opportunity to acquire a full basic study of the two fields in six years. Upon satisfactory completion of the required course of study, candidates will be awarded both the J.D. and M.D. degrees.

The student in the M.D.-J.D. program begins the six-year course of study in the School of Medicine. As in the regular M.D. program, the first year is devoted to the basic medical sciences, and the second year to the basic clinical disciplines. After those two years, the student enrolls in the Law School, taking the prescribed first-year courses. A total of seventy-four credits must be earned in the Law School. As electives, the student may select Law School courses that pertain to medical-legal interests. After completing all law requirements, the student returns to the Medical School for elective clinical work tailored to the student's specialized needs. In addition, eighteen semester-hours, or two summer sessions, of elective basic science work are required.

Ph.D. in Political Science. The Law School and the Department of Political Science offer a joint degree program combining a J.D. and a Ph.D. in political science. The coordinated course of study permits some reduction in the required course work for each degree. The program is intended to integrate in a comprehensive, rigorous manner the subject matter and methodology of both disciplines. Study may be undertaken in areas such as American government, political theory, comparative government, and international relations.

The joint program is extremely selective and demanding, requiring approximately seven years to complete. Only students strongly committed to careers where holding professional degrees in both disciplines is of great importance should apply. Graduates of the joint program would be well-positioned to conduct research and to teach either in law schools or departments of political science or to pursue careers in government, international institutions, or the private sector.

Similar joint J.D./Ph.D. programs may be created with one or more additional departments in the future. In the meantime, some interesting joint programs can be arranged on an ad hoc basis.

The Secondary Degree in Law

MASTER OF LEGAL STUDIES

Upon favorable recommendation of the faculty, the degree of Master of Legal Studies (M.L.S.) will be conferred upon students who have successfully completed a one-year program of study in the Law School. Students specifically admitted to candidacy for this degree will pursue an individually designed curriculum including both first-year and upperclass courses. In exceptional cases, the degree may also be awarded to J.D. candidates who meet its requirements and who decide not to continue the study of law.

Students will be deemed successfully to have completed a one-year program of study in the Law School if, during a minimum of twenty-eight academic weeks, they have satisfied the following requirements:

1. a passing grade in Law School courses aggregating thirty semester-hours, excluding cross-listed courses, and including at least one course requiring substantial supervised writing, and
2. a grade-point average of at least 2.3 and status in good standing under the rules of the Law School.

M.L.S. candidates are generally not permitted to transfer into the J.D. program. Only applicants with a genuine interest in a one-year program of legal studies should apply. Note that the M.L.S. degree does not qualify one to sit for a bar examination or to practice law.

Beyond the Curriculum



Publications

Law and Contemporary Problems. Since 1933, the Law School has published the quarterly, *Law and Contemporary Problems*. The journal is distinctive among professional legal publications in both format and content. Each issue is devoted to papers on a particular topic of contemporary interest. These topics often reflect an interdisciplinary perspective with contributions by lawyers, economists, social scientists, scholars in other disciplines, and public officials. The journal also publishes student notes related to past symposia.

The journal is widely distributed, and its subscribers include general university libraries, governmental agencies, and foreign educational institutions, as well as the more traditional law libraries and law firms. *Law and Contemporary Problems* is monitored by a general editor and a faculty advisory committee.

Twenty-five upperclass law students serve on the staff of this publication. They are responsible for editorial work on the symposia. Ten rising second-year students and five rising third-year students are selected each year on the basis of excellent grades and/or superlative performance in a writing competition or other exercise.

Duke Law Journal. The Law School publishes the *Duke Law Journal* six times a year. Edited by students, the *Journal* is among the most prestigious and influential legal publications in the country. Approximately one-third of the contents of each issue consists of student notes dealing with current legal developments; the balance is devoted to articles and comments by professors and practitioners. Full responsibility for the selection and editing of material is vested in the *Journal's* student editorial board and its elected officers.

The *Journal* staff is chosen based on academic performance in the first year and/or demonstrated writing ability in a writing competition. Students transferring to Duke from other schools may participate in a writing competition in the fall. *Journal* membership may also be achieved by the submission of a publishable note.

Each year one *Journal* issue focuses on topics in administrative law. The *Journal* frequently devotes an issue to a symposium. Recent symposium topics include the frontiers of legal thought, the independence of administrative agencies, and legal responses to changes in corporate structure.

Alaska Law Review. Since 1983, Duke Law School has published the *Alaska Law Review*. Alaska has the highest number of lawyers per capita of any American state, and a range of cutting edge legal issues in the areas of natural resources law, environmental law, land use planning, economic development, state-federal relations, and Native American rights. Since Alaska has no law school, Duke agreed with the Alaska Bar Association to provide a professional journal of law responsive to the needs of Alaska's diverse legal community.

While supervised by a faculty advisory committee and a general editor, student editors have primary responsibility for writing, editing, and managing the *Alaska Law Review*. Twelve rising second-year students are chosen as editors on the basis of excellent first-year grades and/or superlative performance in a writing competition. In addition, students may be selected for membership on the *Review* by submitting a publishable note.

Student notes form the bulk of the material in the *Review*, which is published semiannually. The articles and student notes focus on topics of interest to the practicing attorney in Alaska.

Duke Journal of Comparative & International Law. The *Duke Journal of Comparative & International Law* was established in 1990. Drawing on the faculty's academic specialties and on the J.D./LL.M. in International and Comparative Law degree program, the *Journal* is published semiannually. Both issues contain articles and student notes.

Approximately ten staff members are selected annually on the basis of writing ability demonstrated by the submission of a publishable note or superlative performance in a writing competition. In addition, several international students earning the LL.M. degree are selected each year on the basis of academic record and/or special skills or interests that indicate their likely contribution to the *Journal*.

Duke Journal of Gender Law and Policy. The Law School's newest journal, the *Duke Journal of Gender Law and Policy*, which was established in 1994, is an interdisciplinary publication devoted to discussion of gender issues in the context of law and public policy. The *Journal* encourages works from multiple perspectives, with particular emphasis on practical analysis, in an effort to identify the connections between social science and the law, scholarship and public policy, and academic work and professional practice. Recent issues focus on adoption law and policy, and women in sports.

The *Journal* is staffed by students from the Law School, the Terry Sanford Institute of Public Policy, and the Duke Graduate Program in Women's Studies. To be accepted for membership, students must submit a statement of interest and satisfy the eligibility requirements related to the school in which they are enrolled. The *Journal* is advised by a faculty board whose members are drawn from the faculties of the Law School, the Public Policy Institute, and the Women's Studies Program.

Duke Environmental Law and Policy Forum. The *Forum* was established in 1991 as an interdisciplinary magazine. While managed through the Law School, the magazine accepts both legal and policy articles from academics and professionals as well as student notes. To fulfill its commitment to both legal and policy analyses of environmental issues, the magazine has on staff many joint degree students from the Law School, Public Policy Institute, and the School of the Environment.

The *Forum* has approximately forty student staff members. Focusing on current environmental issues, the magazine is published annually. Recent topics covered in the magazine include international environmental norms and assessment requirements, corporate responsibility to reduce solid waste, review of wetlands classifications, an analysis of the Clean Air Act Amendments of 1990, and extraterritorial enforcement under NEPA.

[Information about the publications of the Duke University School of Law is also available at the Law School's World Wide Web site: <http://www.law.duke.edu>.]

Honorary, Professional, and Social Organizations

American Bar Association's Law Student Division. The ABA/LSD, active in virtually every law school in the country, is the way for law students to make contact with the nation's largest professional association for lawyers, the American Bar Association. A small enrollment fee entitles the Law Student Division member to a subscription to the ABA magazine *Student Lawyer*, to inexpensive ABA-sponsored health insurance, and to information about the ABA's programs and publications on specialized areas of the law. The ABA/LSD also promotes various advocacy and essay contests throughout the school year.

Asian Law Association. The purpose of the Asian Law Association is two-fold. First, it provides an organization where the members of the Law School community may explore issues and engage in activities that are of particular benefit and concern to American students of Asian descent, foreign students from Asia, and other students and alumnae interested in Asia and law. Second, provides an organization that can enhance the quality and accessibility of Asian law resources at Duke University. Membership is open to the entire student body.

Black Law Students Association. The Law School chapter of BLSA is affiliated with the regional and the national BLSA. The aims of the local chapter are to provide a responsive student organization to aid the individual black law student at Duke and to instill a greater awareness of and commitment to the needs of the black community.

Brogden Tutoring Project. Several Duke Law School students volunteer to tutor middle school children who need academic assistance. Basic reading and math skills are the focus of the tutoring efforts, but special interest areas are also covered. Fun projects include field trips and a chance for tutors and pupils to attend a Duke basketball game together.

Christian Legal Society (CLS). CLS is a fellowship of students committed to integrating their faith in Christ with their Law School experience and their legal careers. Activities include Bible studies, fellowship events, discussion meetings, and speakers.

Committee on Gay and Lesbian Legal Issues (COGLLI). COGLLI is an organization open to all students designed to promote the awareness of sexual orientation in society and in the law. The committee seeks to provide a forum for discussion of gay and lesbian issues and to sponsor related events at the Law School. A long-term goal is to promote tolerance, open mindedness, and acceptance of sexual diversity in both the legal community and in society at large.

Deans' Advisory Council. Members of the Deans' Advisory Council are selected by several deans and administrators of the Law School. Selection for membership reflects the collective judgment that the student is unusually deserving of trust and respect, and manifests traits for which the school would like to be known. The work of the Council is to assist the administration of the Law School in its public contacts. Members represent the school in dealing with admissions applicants, placement interviewers, alumni, supporters, and guests. Membership in the organization generally continues after graduation; alumni members continue to assist in the same areas of administrative work. Membership involves a substantial commitment of time and energy to the welfare of the school.

Domestic Violence Advocacy Project. Founded in 1992, this project is a highly organized program that enables volunteer law students to assist battered women throughout the legal process in the Durham County courts.

Duke Bar Association. The Duke Bar Association coordinates the professional, social, and other extracurricular activities of the student body. The association resembles

in its composition and purpose both a university student government and a professional bar association. It takes care of student grievances and serves as a mediator between students, faculty, and the administration. The association oversees all student organizations, publicizes Law School activities, sponsors athletic and social programs, and disburses its dues funds among the school's organizations.

Duke Chapter of Amnesty International. Amnesty International, founded in 1961, is a worldwide nonpartisan organization, independent of any government, political faction, ideology, economic interest or religious creed. The student chapter invites speakers to address such issues as international law, human rights abuses, and international human rights law.

Duke Jewish Law Students Association (DJLSA). DJLSA is an organization of law students, faculty, and alumni share an interest in Jewish legal issues and socio-political concerns. The purpose of the organization is to serve as a forum in which beliefs touching upon those concerns may be expressed. DJLSA sponsors lectures and social events.

Entertainment and Sports Law Society. The Entertainment Sports Law Society was formed in 1989 and sponsors speakers on different aspects relating to legal issues in the sports and entertainment industries.

Environmental Law Society (ELS). The ELS was founded in 1988. Its long-term goal is to create a vital environmental program at the Law School to prepare students for entry into the expanding field of environmental law. Its immediate goals are to promote student awareness of environmental issues and to highlight growing career opportunities in both the public and private sectors. ELS sponsors a successful recycling program at the Law School and hosts speakers, conferences, camping trips and social events.

Federalist Society. The Duke chapter of the Federalist Society is a group of conservative and libertarian students interested in the current state of legal order. The Society is founded on the principles that the state exists to preserve freedom, that the separation of governmental powers is central to our Constitution, and that it is the province and duty of the judiciary to say what the law is, not what it should be. The Society seeks both to promote an awareness of these principles and to further their application through its activities. In the past, the group has hosted distinguished judges and other speakers and has sponsored debates between members of the academic community. Membership is open to interested students.

Forum for Legal Alternatives. The FLA is made up of students from all three classes who are interested in information about less traditional legal careers. In the past few years the FLA has brought lawyers to the Law School to speak on legal services, environmental law, union labor law, child advocacy, government work, and solo practice. The group works with the Office of Career Planning and Placement to provide information on employment opportunities in the public interest fields and maintains contacts with the North Carolina chapter of the National Lawyers' Guild and other public interest and civil rights groups in the area. As a respite from its serious work, the FLA has a potluck dinner each semester.

Frontiers of Legal Thought Conference. This annual student-run conference addresses various critical contemporary legal issues such as race, poverty, gender, and crime. U.S. Attorney General Janet Reno was the keynote speaker at the 1994 Frontiers of Legal Thought Conference.

Graduate and Professional Student Council (GPSC). The GPSC represents students in the business, divinity, environment, graduate, law, medical, and nursing schools. These schools comprise approximately 4,000 students or nearly 40 percent of Duke's student body. GPSC appoints representatives to many university and trustee committees and responds to proposals and reports. GPSC also plans interdepartmental

and interschool social events, publishes a monthly newsletter, and conducts an annual survey.

Health Law Society. The Health Law Society is an interdisciplinary organization which includes students from the schools of medicine, law, health administration, public policy, nursing, and physical therapy. The purpose of the Health Law Society is to foster understanding and discussion of the many areas where law and medicine interface, including medical malpractice, biomedical ethics, medical corporate law, quality assurance, and risk management.

Hispanic Law Students Association. HLSA brings together a variety of individuals in order to discuss the issues they will face as Hispanic lawyers in the future, such as: their responsibility as Hispanic lawyers in society, the need for positive role models in Hispanic communities, and the availability of inexpensive/free legal aid. These discussions are usually intermingled with social activities where Hispanics and other law students can experience the richness of the Latin culture. HLSA is also very active in the university Hispanic group MI GENTE, which sponsors SALSA parties and other social events.

International Law Society. The International Law Society coordinates law students' professional activities in international legal matters through two areas of focus. First, it encourages international advocacy by usually sponsoring a team to participate in the annual Philip C. Jessup International Moot Court Competition; Duke's team advanced to the world finals in 1989 and 1990. Second, it organizes an annual Distinguished Speakers Series with lectures focusing on current issues in international law and politics. Membership is open to the entire student body.

Moot Court Board. The Moot Court Board is composed of second- and third-year students who are chosen on the basis of their performances in intramural moot court competition. The board supervises the intramural Hardt Cup and Dean's Cup Competitions and the Rabbi Seymour Siegel Moot Court Competition, an interscholastic competition devoted to ethics. In addition, the board provides personnel for teams entering intercollegiate competition.

Order of the Coif. The Order of the Coif is a national legal scholarship society with a local chapter at Duke University School of Law. Its purposes are "to foster a spirit of careful study and to mark in a fitting manner those who have attained a high grade of scholarship." Election is restricted to students ranking scholastically in the highest 10 percent of the graduating class.

Parents Attending Law School is a network designed to provide information about community resources, special interest programs, and social activities for law students who have children.

Prisoner Rights Project. The PRP is a volunteer organization of law students. Its goals include educating prisoners about the law and criminal procedure, promoting their rights to humane conditions, and assisting them in preparing postconviction motions. Volunteers answer prisoner questions about court procedure, sentencing classification, privileges, discipline, medical care, and conditions of confinement generally.

Student Funded Fellowship. The SFF provides living-expense stipends to several students each year who work in nontraditional or public interest legal jobs. Law students and members of the faculty and administration contribute to the SFF. The fund is then allocated to recipients by the fellowship's Board of Directors.

Students for Choice. This organization was founded in 1992 to address legal and political issues stemming from the abortion rights controversy.

Volunteer Income Tax Assistance. For many years law student volunteers have provided tax preparation assistance to low-income people in the community. Two or more sites in Durham are staffed by the Law School for eight weeks prior to the tax filing deadline.

Women Law Students Association. Women Law Students Association provides a central organization through which women law students can meet to form friendships and to share problems unique to women in the legal profession. The group works as a clearinghouse for information in areas of particular concern to women through bulletin board notices and informal presentations at faculty-student receptions. The group also communicates with women's groups in other law schools in North Carolina, maintains memberships in several state and national organizations, and teaches an undergraduate course on women and the law. The group has helped to organize SAFEWALKS, which provides student escorts to the parking lots in the evenings.

[Information about some of the student organizations at the Duke University School of Law is also available at the Law School's World Wide Website: <http://www.law.duke.edu>.]

Student Pro Bono Activities

Well over 200 Duke law students each year contribute their time and talents to the community through the Pro Bono Project or student organized group activities. The Pro Bono Project started in 1991 and is headed by the director of public interest and pro bono. Students can select the volunteer placement of their choice from over 100 locations, over thirty subject-matter areas, and a variety of job activities and time commitments. Placements are in all three sectors—private pro bono, government and nonprofit. Student organized or other volunteer programs include the Domestic Violence Advocacy Project, the Prisoner Rights Project, the Brogden (Middle School) Tutoring project, the Duke Bar Association's Community Services Project, Volunteer Income Tax Assistance (VITA), Families of Murder Victims Support Program, the AIDS Wills Project and the Durham County Guardian ad Litem Program. Students receive counseling assistance in the choice of placements.

In 1993-94, placements were available in the following areas: the environment, trial and appellate criminal defense, health access, mental health, economic development, consumer protection, criminal prosecution, child abuse and neglect, child support, migrant law, land loss, education, civil liberties, occupational safety and health, wage and hour enforcement, women's rights, legislative bill drafting, prisoners' legal services, employment law, art and museum law, racial justice, AIDS, cancer prevention, psychiatry, dispute resolution, death penalty research, press freedom and public access issues, state regulation of attorneys, general domestic law, domestic violence prevention, and social security and other government entitlements law.

The Public Interest Luncheon Series supplements the experiential learning of students with an interest in public service. The series includes community speakers who have made a major contribution in some area of public policy; student speakers who have had an interesting public service experience; and a public interest book club. In the spring, students and the director of public interest and pro bono select books to be read over the summer and schedule dates throughout the school year for a discussion of each of these.

Finally, students contribute to the community through their clinic courses and, beginning in the spring of 1994, through the Poverty Law Seminar. Students have represented people at unemployment insurance hearings, at social security disability hearings, at eviction hearings in small claims court, as assistants to attorney representatives of guardian ad litem for children who are alleged to be abused or neglected, and in civil and criminal court generally under North Carolina's certified practice law.

Entertainment and Recreation

Various recreational facilities are available on campus to students. The Bryan Center contains the Reynolds Theater and the Schaefer Laboratory Theater, as well as a film theater, an art gallery, banquet rooms which are available to students at minimal cost, and lounges and patios for student meetings.

Students of the Law School are also entitled to use the university gymnasiums, tennis courts, swimming pools, golf course, and other facilities. Within a short distance from the campus one may enjoy horseback riding, woodland hiking, and sailing. Other opportunities for physical activity are available in the intramural program, as well as through such activity groups as the outing, sailing, and cycling clubs. North Carolina's mild climate makes most outdoor sports possible during much of the school year. The Appalachian ski slopes are about three and a half hours to the west, the Outer Banks the same distance to the east.

University athletic contests are held on the campus at various times during the academic year. Duke is a member of the Atlantic Coast Conference.

Employment Opportunities

The study of law is demanding. It is designed to occupy the full time of the student and calls for the highest level of concentration. It is unwise for students to dilute their efforts by outside work, especially during the critical first year of study. Accordingly, employment during the first year is strongly discouraged.

For those who find some outside earnings necessary to meet the expense of studying law at Duke and who qualify for the college work/study program under applicable federal regulations, arrangements have been made to provide some part-time employment in the Law School. A number of positions in the law library are filled by law students. Students are often employed in their second and third years as research assistants for faculty members. The university maintains a general placement office to aid in finding employment, and law students may serve as undergraduate residence advisers if they have been at Duke one year or have previously held similar positions.

Employment Limitations. While students should limit their employment for academic reasons, no student may be employed for more than twenty hours per week during the academic year. This twenty-hour limitation is not only a rule of Duke Law School, but is also a requirement of the American Bar Association for the status of a full-time student eligible to graduate in three years.

Law student spouses who seek employment will find opportunities as good here as in most other areas of the country. Laboratory and technical workers, secretaries, computer programmers, technicians, and medical personnel are among the workers most in demand in this area. The university personnel office and the Medical Center personnel office occasionally assist interested persons on locating suitable employment on campus.

The Duke Law School Handbook

Incoming students are supplied with a handbook containing useful information. Topics covered include Law School rules and policies, the Student Judicial Code, information on university-wide activities and divisions such as the Student Health Clinic and Counseling and Psychological Services. Also included in the handbook is the school's policy on accommodating the disabled.

The Duke Law School Handbook is also available at the Law School's World Wide Web site at <http://www.law.duke.edu>.

Law Library and Computing Services



The law in its variety of print and electronic forms is the basic working material of the practicing attorney and the legal scholar. At Duke, law students utilize the resources of the library collection, electronic information sources, and the skills of the highly trained staffs in the library and computing services to develop research skills that will serve them throughout their professional careers.

Recognizing its place at the center of the Law School community, the library offers accessible, well-organized collections and services for students. Both group and individual study areas are arranged in proximity to the most-used materials. The book collection of over 475,000 volumes is a major research collection designed for the educational needs of law students. It features comprehensive coverage of basic Anglo-American primary source materials, including nearly all reported decisions of federal and state courts, as well as current and retrospective collections of federal and state codes and session laws. Digests, legal encyclopedias, and other indexing devices provide access to the primary documents. Materials subject to heavy student use are available in multiple copies. Extensive collections of records and briefs from the United States Supreme Court, the Fourth Circuit Court of Appeals, and the North Carolina Supreme Court and Court of Appeals are maintained in microform and hard copy. The extensive and continuously expanding collection of legal treatises is organized in the familiar Library of Congress classification system and is indexed in the Duke University public online catalogue, which is accessible from anywhere on campus and through dial-in from outside the campus. Special treatise collections are maintained in several subject areas, including the George C. Christie collection in jurisprudence and the Floyd S. Riddick collection of autographed senatorial material.

The periodical collection includes extensive runs of all major legal research journals, bar association publications, institute proceedings, and newsletters. The library is a depository for United States government publications, with concentration on congressional and administrative law materials. Hard copy document holdings are supplemented by an extensive microform collection, which includes complete runs of the *Congressional Record* and the *Federal Register*, all post-1970 congressional materials, congressional committee prints dating back to the mid-nineteenth century, and a number of special subject collections. In addition, law students have access to the documents collection of the main campus library. Important state government documents are collected in both hard copy and microform.



In addition to its Anglo-American holdings, the library holds substantial research collections in foreign and international law. The foreign law collection is extensive in coverage, with concentrations in Canadian, other commonwealth, and European law and business law materials. Growing collections in Asian law are being developed. The international law collection is strong in primary source and treatise material on both private and public international law topics.

The success of a law school library depends as much on the quality of the services it provides as on the strengths of its collection. At Duke, the library staff includes nine librarians with graduate degrees, five of whom hold additional degrees in law. The law-trained staff members serve as instructors in the first-year research and writing program and regularly offer seminars in topics of advanced legal research, concentrating on electronic sources of legal information. The staff produces a series of research guides, a newsletter, and various current-awareness services. It also maintains bibliographies of books and articles by Law School faculty members. Services are also available through the library's world-wide-web home page. The library publications have been honored with the American Association of Law Libraries' Law Library Publications Award.

The Law School building program has enlarged the library and helped transform it into an exciting modern environment for legal research and study. The library features nearly 300 individual study carrels, half of which are wired for connections to the Student Research Network, and 85 of which are equipped with networked computer terminals. The Student Research Network is designed to provide a workstation environment for law students: one location at which a student can access and work with electronic and hard copy information sources, create legal writing documents, and print them. The Network provides shared access to word-processing software (WordPerfect), legal research and other commercial online databases (Lexis, Westlaw, Dialog, etc.),

electronic mail, the resources of the Internet, the university online catalog, and locally mounted databases on CD-ROM.

In addition to the multi-purpose terminals of the Student Network, the library provides a number of terminals dedicated to various specialized legal research databases and indexes, and provides instruction in their use. Home access to electronic resources is provided for students who have their own PCs and modems. The library is also a member of the Computer Assisted Legal Instruction consortium (CALI), and makes CALI exercises available to students in support of the law school curriculum.

Computing Services staff offers advice to students about computer purchases and publishes an annual buying guide. Department staff assist law students in making productive use of computers an integral part of their law school experience.

The library is part of the Law School and is administered independently of the main library system at Duke. The Duke University Libraries (Perkins, Law, Business, and Medical) contain one of the major research collections in the country, holding over 4,000,000 volumes.

To obtain materials not available locally, the law library staff makes use of a computerized networks, which allow retrieval of information from libraries and other sources throughout the country. Cooperation with other libraries, both on and off campus, ensures that materials are available when needed for the Law School community.

The staff of the Law Library in 1995-96 includes:

Richard A. Danner, B.A., M.S., J.D., *Associate Dean for Library and Computing Services and Research Professor of Law*

Mark P. Bernstein, B.A., J.D., M.L.S., *Associate Director of the Law Library and Senior Lecturing Fellow*

Hope E. Breeze, B.A., M.L.S., *Head of Technical Services*

Janeen J. Denson, A.B., M.S.L.S., *Head of Collection Management*

Melanie J. Dunshee, B.A., J.D., A.M.L.S., *Reference Librarian and Senior Lecturing Fellow*

Doris M. Hinson, B.A., M.L.S., *Cataloger*

Janet Sinder, A.B., J.D., M.S., *Head of Information Services and Senior Lecturing Fellow*

Katherine Topulos, B.A., M.A., M.S., J.D., *Reference Librarian and Lecturing Fellow*

Gretchen Wolf, B.S., M.S., *Acquisitions Librarian*

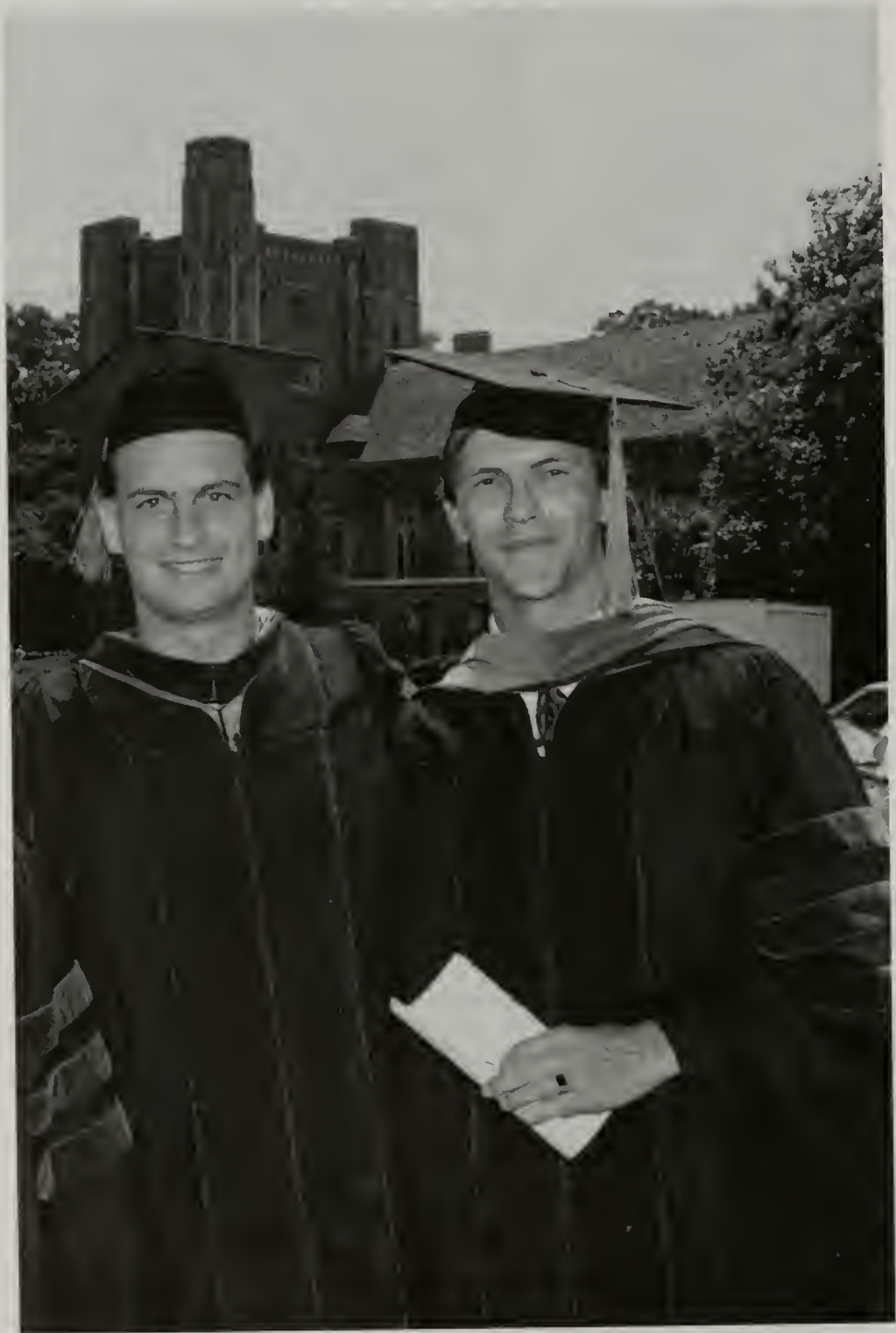
The Computing Services staff includes:

Kenneth J. Hirsh, B.A., J.D., M.L.S., *Manager of Computing Service and Senior Lecturing Fellow*

Victor K. Kohnke, B.S., *Network Systems Engineer*

[Information about the Law Library is also available at the Law School's World Wide Web site: <http://www.law.duke.edu>.]

International Students



International Law Study at Duke

Duke Law School welcomes international students from countries throughout the world to all its programs of study. The presence of students from a wide variety of cultures and legal systems greatly enhances the education of all Duke Law School students. Highly qualified foreign law university graduates who seek exposure to the American legal system and the legal profession are encouraged to apply to one of the following degree programs. Information about international law study at Duke University School of Law is also available at the Law School's World Wide Web site: <http://www.law.duke.edu>.

Degree Programs for International Students

Juris Doctor (J.D.). Foreign students may seek admission to pursue the J.D. and joint degree programs. These programs of study should only be attempted by students who are prepared to handle the rigorous curriculum of an American legal education. International students at Duke enter into a program designed for extremely capable professional students who, of course, possess a substantial background in American culture and are familiar with the American educational system. Legal study makes enormous demands on the intellectual adaptability of all students.

International applicants whose first language is not English must present a high score on the Test of English as a Foreign Language (TOEFL). Applicants who already hold a university-level degree from an English medium institution may be exempt from this requirement. All J.D. applicants are also required to take the Law School Admission Test (LSAT). Candidates who have earned professional law degrees in systems not dissimilar to the American system may be able to receive credit for as much as one-third of the course work required for the completion of the J.D. degree. Students who have completed the LL.M. degree in the United States may also apply to the J.D. program; in some cases, they may be able to complete the J.D. degree in fewer than three years. All inquiries about the J.D. program should be directed to the Law School Office of Admissions, which oversees admissions to this program. International students will be required to provide proof of financial support.

Master of Laws (LL.M.). The Duke LL.M. degree program is designed for graduates of non-American law schools. The LL.M. program typically enrolls approximately forty-five students from as many as twenty-five different countries. Students enrolled in the LL.M. program will include practicing lawyers; judges; academics; prosecutors; ministry of justice, bank, and corporation law associates; and outstanding recent law graduates.

The degree requires two semesters of study in residence at Duke and a minimum of twenty-one semester hours of course work. Students with the exception of those with

prior common law training, are expected to take one first-year course, which brings them into contact with American students facing similar academic challenges for the first time. LL.M. students must also enroll in a seminar or an independent study course with a faculty member, the end product of both being the submission of a substantial piece of written work by the student. LL.M. students as a group undertake a one-credit Introduction to American Law course. The course is taught primarily by members of the Law School faculty and provides an overview of the American legal process. The course also offers the chance to visit courts in the area as well as the Supreme Court of the United States. A two-credit legal research and writing course is required of LL.M. students without a strong common law background. All LL.M. students will receive orientation to the Law Library and the computer system. Other courses are individually selected by the student with the guidance of a faculty advisor. LL.M. students participate in classes with J.D. students and the same grading scale is applied. International students whose first language is not English are given extra time on final examinations, however. Students are expected to complete the degree in one year unless special alternative arrangements are made.

Doctor of Juridical Science (S.J.D.). International students who have already earned a degree in American law at the master's level may apply for admission to the S.J.D. program. Admission is extremely selective, and students should apply only if they have achieved exceptional academic records at both their home and their American institutions. S.J.D. candidates are expected to be able to demonstrate that they are capable of conducting original research and will produce a thesis which is a significant contribution to legal scholarship. Applicants should submit transcripts from all previous academic institutions at which they have studied; references from at least two faculty members very familiar with the applicant's credentials, including one from a faculty member acquainted with the applicant's studies in the United States; a sample of written work; and a preliminary thesis proposal. Students admitted to the S.J.D. program will usually be asked to complete one to two semesters of course work at Duke before undertaking the thesis component of the degree. The student's research and thesis will be supervised by a faculty member highly qualified in that area of law and by two additional faculty members in the same or related fields. The candidate will undergo oral examinations along the way and on the thesis before it is submitted for completion of the degree. The S.J.D. normally involves a minimum of two to three years. It should be noted that very few students gain admission to this program of study.

Admission of International Students

An admissions process separate from the J.D. admissions is maintained for foreign students applying to the LL.M. or S.J.D. programs. Prospective applicants should write for forms and information to Ms. Judith Horowitz, Associate Dean for International Studies. An application fee of \$65 is charged and should accompany the application. Students from countries where English is not the principal language are required to present a high score on the Test of English as a Foreign Language (TOEFL), which is administered by the Educational Testing Service of Princeton, New Jersey. For further information, appropriate officials at the student's university should be consulted.

Applications and supporting material should reach Duke by February 15. Students who sit for the TOEFL later than January are advised that it often takes up to two months for examination results to reach Duke. Late TOEFL scores and other application materials may seriously delay or even jeopardize admissions decisions. Applicants will be notified of acceptance beginning in late February. Admissions decisions will continue until the LL.M. class is full. It is greatly to the applicant's advantage to apply early. Admission is for the fall semester only. A deposit fee of \$500 will be required to confirm acceptance of a position at the Law School.

Financial Aid

Duke offers limited financial assistance to international students. All non-U.S. citizens will need to provide proof of sufficient financial support for tuition and living expenses for the degree program before the university initiates the student visa process. Foreign students admitted to the J.D. program must have funds available for all three years of study. The Law school does not award new scholarship funds on the basis of need or merit once the student matriculates.

Housing

Duke University maintains a limited number of furnished apartments in which international students may reside. In addition to Duke University housing, there is an abundance of well-appointed, relatively inexpensive housing in the area. Compared to most urban areas, the cost of living in Durham is quite reasonable. It is very helpful to have a car, however, as public transportation is not readily available.

Placement with American Law Firms

Some international students find that they would like to complete their legal education with an internship at an American law firm. Students are welcome to use the services of the Law School Office of Career Services. The office sponsors special sessions for international students in order to explain the placement process, to help with writing resumes and with interview techniques, and to offer other kinds of assistance as necessary. The Office of Career Services will assist whenever it is possible in scheduling interviews. The visa office at Duke will help students obtain permission to engage in a period of practical training. The Law School cannot, of course, guarantee that students will have success in locating a position with an American law firm. International students are advised to make contact with American Law firms, if possible, before they leave their home countries. Students who have gained at least two years of legal experience before they pursue the LL.M. degree are often the most successful in identifying positions with American law firms. Information about taking state bar examinations is also available in the Office of Career Services.

Special Features of Duke for International Students

The size of the international student body at the Law School is large enough to make its presence felt at the school, but not so large as to be a totally separate entity. All international students are supported in their efforts to become an integral part of the Duke community. To this end, the University's International House sponsors a several-day orientation and offers the opportunity for foreign students to elect to have a host family in Durham. Duke Law School also conducts its own special orientation for all new students as well as several separate sessions devoted only to international student matters. New international students at the Law School are assigned to upper-class students who act as "big sisters or brothers." International students are selected as representatives to the Duke Bar Association and the Deans' Advisory Council. All clubs and associations, but especially the International Law Society, encourage the participation of international students. The *Duke Journal of Comparative & International Law*, provides opportunities for international students to submit articles and for as many as five LL.M. students to participate as staff members in the production of the *Journal*.

Duke Law School has an associate dean whose office handles the admission of international applicants, orientation, academic and adaptation counseling, and other services for international students. Each LL.M. student is assigned to a faculty adviser who offers guidance with course selection. The legal research and writing course is carefully structured in order to familiarize students with the law library, with legal writing techniques of a gradually more demanding nature, and with the skills necessary

for a beginning associate to function effectively in a law office. The Introduction to American Law course provides an overview of various areas of American law, of the legal profession, and of the judicial process. The goal of the LL.M. program is to provide international students with the most complete exposure to American law and culture that can be accomplished in one academic year.

All international students are welcome to attend the Law School's summer programs. The Euro-America Institute in Transnational Law is held during the month of July in cooperation with the Free University of Brussels in Belgium. Courses are taught in English by both American (usually Duke) and non-American faculty, and LL.M. students enrolled in the program may be able to earn up to six credits toward their degree at Duke. One course provides an introduction to the American judicial system. The Institute enrolls about eighty students from Duke, from other American law schools, from and a wide variety of law schools throughout the world. A quite similar summer program, with a strong Asian and financial institution emphasis, was conducted for the first time in Hong Kong with the University of Hong Kong Law faculty in July 1995. The Asia-American Institute in Transnational Law enrolls sixty to seventy students from a variety of countries. Participants in the 1995 program included judges, professors, lawyers, students, and government officials. The largest groups of participants came from the United States and Hong Kong, but other countries included, for example, Mongolia, Japan, France, Taiwan, Kirkyrsyzstan, Portugal, China, and Thailand. Brochures describing both Institutes can be obtained from Duke University Law School.



Career Services



Career Services

The advantages of attending a school the size of Duke extend into the career planning and placement process. An active Office of Career Services that includes the director of placement and two staff members is happy to help students in all aspects of their job search. Activities designed to assist students seeking employment include coordination of an extensive on-campus recruiting season, maintenance of materials on legal careers, available positions, bar memberships, and related matters and assisting students and recent graduates throughout the year in the job search process.

Since the student body is relatively small, the Office of Career Services is able to provide individual attention to students throughout their tenure at the Law School. Services provided include: personal advising on career choices, job opportunities and strategies; individual assistance in resume and cover letter writing; workshops and seminars on everything from values clarification to firms in "off-Broadway" cities to non-law opportunities; and information regarding the on-campus interviewing process.

Because of Duke's national prominence and the diverse background of the student body, almost 400 employers from around the country visit the campus each fall to interview approximately 385 second- and third-year students. In addition, almost 1,000 employers a year write to request student resumes. With the wide variety of employment possibilities available, a substantial number of students in each of these classes receive offers of employment. Generally speaking, about two-thirds of the students will find employment in a broad "eastern corridor" that stretches from Boston to Miami. The remaining third of the students find jobs in most of the remaining midwestern and western states. Approximately 20 percent of the students begin their professional careers as judicial clerks, including several who serve on the staffs of federal appellate judges. A large number of students accept employment with private law firms, but there is a steady core of students whose interests range among public service organizations, governmental agencies, business corporations, and other areas. Beginning salaries exceed \$70,000 in the largest cities, but the median for first jobs is somewhat lower. By graduation of each year, approximately 90 percent of both the second- and third-year classes have found employment. Since jobs continue to be available after that time, the



hiring rate continues to improve over the summer. The Office of Career Services makes every effort to assist students in finding the kind of employment they seek.

First-year students most actively seek employment during the late fall and spring. While first-year students do not participate in the fall on-campus interviewing program, there is an on-campus program between January and March that is primarily for these students. In addition, listings of employers who seek first-year clerks are available throughout the semester. The Office of Career Services also collects lists of legal internships and law-related summer volunteer opportunities that may be of interest to first-year students. The Office of Career Services encourages students to explore the variety of professional opportunities available to them and seeks to instruct them in effective job-hunting as well. Of the 192 students from the Class of 1996 reporting on summer employment after the first year, 96 percent reported employment with 94 percent of that employment being law related.

It should be noted, however, that the students themselves are primarily responsible for finding their own employment. They must be willing to devote a large amount of their time to letter-writing and to interviewing. The Law School diligently attempts to assist its students and graduates, but the ultimate responsibility rests with each student.

Below are placement statistics for the three most recent graduating classes:

	1991-92	1992-93	1993-94
Inquiries Received	785	581	564
Interviews on Campus	389	359	339
Employers' Geographical Distribution			
Northeast	172 (44%)	168 (45%)	146 (43%)
Southeast	103 (26%)	95 (26%)	134 (40%)
Midwest	47 (12%)	45 (12%)	35 (10%)
West	67 (17%)	62 (17%)	24 (7%)
Student Information			
Graduates Reporting Employment as of June 30	87%*	90% +	90%++
Median Starting Salary	\$60,859	\$64,247	\$64,336
Geographical Distribution			
Northeast	73 (44%)	74 (44%)	67 (39%)
Southeast	48 (29%)	62 (34%)	66 (38%)
Midwest	12 (7%)	13 (8%)	19 (11%)
West	30 (18%)	18 (11%)	20 (12%)
Nature of Employment			
Private Firms	109 (65%)	121 (66%)	128 (74%)
Business/Corporations	5 (3%)	3 (2%)	6 (3%)
Government	5 (3%)	5 (3%)	4 (2%)
Judicial Clerkships	36 (22%)	39 (21%)	28 (16%)
Public Service/Public Interest	4 (3%)	1 (1%)	2 (1%)
Military	2 (1%)	2 (1%)	1 (1%)
Academic	5 (3%)	9 (5%)	5 (3%)

*Class of 1992 had 201 members.

+Class of 1993 had 192 members.

++Class of 1994 had 196 members.

[Information about career services at the Duke University School of Law is also available at the Law School's World Wide Web site: <http://www.law.duke.edu>.]

Alumni Affairs



Alumni Affairs

Though Duke Law School graduates are dispersed across the country and throughout the world, their relationship with the Law School remains close. The Duke Law School Alumni Office, working with the Duke Law Alumni Association, links the school's alumni with the Law School and with each other. Information about alumni programs sponsored by the Law School is also available at the Law School's World Wide Web site: <http://www.law.duke.edu>.

Law Alumni Association. Every alumnus/a of the Law School is a member of the Law Alumni Association. The Law Alumni Association Board of Directors, its governing body, consists of approximately thirty members, who serve three-year rotating terms. The Law Alumni Association is not a fund-raising organization. The Board does, however, solicit dues from the alumni and oversees the expenditure of these funds for alumni programs, including regularly published directories of all alumni.

Reunions and Law Alumni Weekend. The Law School Alumni Affairs Office organizes reunions by class at five-year intervals. The reunions are held in the fall on Law Alumni Weekend. A reunion chairperson from each class is responsible for helping to plan reunion activities and encouraging classmates to attend. Festivities include an all alumni dinner, a professional program, a barbecue, and a private reception and dinner for each reunion class. At the 50th reunion, alumni are inducted into the Half-Century Club.

Public Service Awards. In 1985, the Law Alumni Association Board established the Charles S. Murphy Award to be presented during Law Alumni Weekend to an alumnus or alumna whose devotion to the common welfare is manifested in public or quasi-public service or in dedication to education. Charles S. Murphy, a North Carolina native, devoted himself to public service, serving in the administrations of Truman, Kennedy, and Johnson as well as serving as a Duke trustee and member of the Law School Board of Visitors. In 1994, the Law Alumni Association Board established the Charles S. Rhyne Award to honor an alumnus or alumna whose career has been devoted to private practice but who has also made significant contributions to public service.

Alumni Publications. The *Duke Magazine*, an award-winning alumni publication which provides news and features about University programs, faculty research, student life, and alumni activities is published for all Duke alumni. Through the magazine,

alumni are informed about each other, campus changes, and issues affecting higher education generally and Duke specifically.

The Law School Alumni Affairs Office publishes the *Duke Law Magazine* twice yearly. It is sent to all Duke Law alumni and other members of the Law School community including students. Through the *Magazine* alumni are informed of faculty work on important legal issues and programs at the Law School. An alumni section includes an alumni notes feature through which alumni can keep each other informed of milestones in their professional and personal lives. It also includes articles on different segments of our alumni body and profiles of some interesting individuals.

The Law School Alumni Affairs Office also publishes a *Law School Annual Report* for the Law School at the end of each fiscal year, which is sent to all law alumni and others in the Law School community. It includes reports from all offices and departments of the Law School and is an excellent way to bring everyone up to date regarding the Law School.

Local Associations. The Law School Alumni Affairs Office coordinates and supports the activities of local law alumni associations. The purpose of the local association program is to establish and maintain a sense of community and identity with the Law School and among our alumni. We also hope to increase alumni awareness of the progress and needs of the school. These objectives are pursued through social and educational events for alumni which are attended by a Law School representative.

Besides serving a social and networking function for local alumni and encouraging a sense of community, these groups also provide some practical assistance to the Admissions and Placement Offices of the Law School.

International Alumni Programs. The Law School is also beginning to pursue a strong alumni relations program with our growing international alumni body. The Law School Alumni Affairs Office sponsors an annual reception for current international students to explain alumni and development programs. There are now six organized local associations outside the United States including Tokyo, Taiwan, and several in Europe. Alumni social events are held each year in conjunction with the transnational institutes in Asia and in Europe which are very well attended.

Alumni Programs for Students. In response to both student and alumni interest, the Law Alumni Association and the Duke Bar Association jointly sponsor a **Conference on Career Choices**, which is coordinated by the Law School Alumni Affairs Office. The program, a series of panel discussions featuring alumni in various legal fields, is designed to provide information regarding different legal careers and how personal objectives may relate to career choices. Time is also provided for informal discussion between students and conference participants. An **Alumni Seminar** program expands on this concept as panels of alumni are invited to the Law School to discuss timely issues in the legal community such as law firm delivery of pro bono service and the changing nature of legal practice. The **Alumni/Student Luncheon** held during Law Alumni Weekend pairs students for informal discussion and networking with alumni who work in the geographic or legal specialty areas in which they are interested. The **Braxton Craven Inn of Court**, a professional organization of attorneys, judges and students that holds monthly meetings with social and educational programs, includes at least a dozen second and third year students each year providing valuable educational and networking opportunities.

In addition to coordinating these events, the Law School Alumni Affairs Office is involved with students and student organizations throughout their Law School careers, and, in fact, ushers them into alumni status by coordinating the Law School activities for Graduation Weekend. Students are invited to attend all alumni events at the school and make a significant contribution to the Annual Fund Campaign as volunteers during the annual telethons. The Law School Alumni Affairs Office is also available to individual students and to student organizations who wish to contact alumni.

Alumni Admissions Interviewing Program. In 1985-86, the Law School began a program which invites alumni to help in the application and admissions process. The program, which is administered by the Law School Admissions Office, involves alumni in recruiting and communicating with prospective students.

Annual Fund Campaign. Gifts made by alumni and other friends of the Law School to the Duke Law School Annual Fund provide flexible financial support to the school. These funds undergird the operating budget and pay for items that endowment funds, often designated for specific purposes, do not address and that tuition revenues fall short of covering. Duke Law alumni are very responsive to the Annual Fund Campaign.

Appendix A

UNDERGRADUATE INSTITUTIONS REPRESENTED IN THE 1994 ENTERING CLASS

Adelphi University	1	Spelman College	1
Agnes Scott University	1	Stanford University	4
American University	1	SUNY at Albany	1
Amherst College	2	SUNY Binghamton Center	1
Arizona State University	2	Texas Christian University	2
Boston University	2	Trinity College	1
Bowdoin University	2	Trinity University	1
Brigham Young University	3	Tufts University	1
Brown University	2	Tulane University	2
Butler University	1	University of California-Berkeley	1
Canisius College	1	University of California-Davis	2
Claremont McKenna College	1	University of California-Los Angeles	1
Coe College	1	University of Central Florida	2
Colby College	1	University of Florida	1
Colgate University	1	University of Georgia-Athens	1
College of the Holy Cross	1	University of Hartford	1
College of William and Mary	3	University of Illinois-Urbana	3
Columbia University	3	University of Kansas	1
Cornell University	5	University of Kentucky-Lexington	1
Dartmouth College	4	University of Massachusetts-Amherst	3
Davidson College	2	University of Miami	1
Denison University	1	University of Michigan-Ann Arbor	2
DePauw University	1	University of North Carolina-Chapel Hill	7
Drury College	1	University of Notre Dame	6
Duke University	24	University of Pennsylvania	6
Emory University	2	University of Saskatchewan	1
Florida State University	2	University of South Carolina-Columbia	1
Georgia State University	1	University of Southern California	1
Gettysburg College	1	University of Texas-Austin	4
Harvard University	3	University of Utah	1
Idaho State University	1	University of Virginia	1
Indiana University	3	University of Wisconsin- Madison	1
Ithaca College	1	Utah State University	1
Johns Hopkins University	1	Vanderbilt University	1
La Grange College	1	Vassar College	1
Louisiana State University	1	Wake Forest University	2
Loyola College	1	Washington University	5
Macalester College	1	Wellesley College	1
Massachusetts Institute of Tech.	1	Wheaton College	1
Miami University of Ohio	2	Willamette University	1
Middlebury College	1	Williams College	6
New York University	1	Yale University	3
North Carolina A & T	1		
North Carolina State University	1		
Northwestern University	3		
Occidental College	1		
Ohio State University	1		
Pomona College	1		
Princeton University	3		
Rice University	3		
Saint Mary's College	1		
Saint Norbert College	1		
Smith College	1		
Southern Methodist College	3		
Southwest Missouri State University	2		



Appendix B

STATES REPRESENTED IN THE 1994 ENTERING CLASS

Alabama	1	Ohio	8
Arizona	3	Pennsylvania	9
Arkansas	1	Rhode Island	1
California	15	South Carolina	2
Colorado	3	Texas	9
Connecticut	2	Utah	2
Florida	13	Virginia	10
Georgia	6	Washington	3
Hawaii	1	Wisconsin	3
Idaho	2	Washington, DC	3
Illinois	6		
Indiana	6		
Iowa	2		
Kansas	4		
Kentucky	5		
Louisiana	2		
Maryland	8		
Massachusetts	7		
Minnesota	2		
Missouri	10		
Nebraska	1		
New Jersey	7		
New York	16		
North Carolina	22		

FOREIGN COUNTRIES REPRESENTED

Canada	1
Italy	1
Korea	1

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